

EDUCATIONAL RESOURCES INFORMATION CENTER

November 1974

Volume 9 Number 11

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RESEARCH IN EDUCATION

A monthly abstract journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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SPECIAL ANNOUNCEMENTS

NAME CHANGE FOR RESEARCH IN EDUCATION

The title of **Research in Education** (RIE) will be changed with the January 1975 issue to **Resources in Education**.

The change is being made to reflect more accurately the broad scope of the documents the journal announces. **RIE** contains abstracts and indexes (Subject, Author, and Institution) of education-related report literature. For the most part, it covers the unpublished, or fugitive type of document, e.g., technical and research reports, conference papers, speeches, program descriptions, teacher and curriculum guides, statistical compilations, etc. The purpose of **RIE** is to make possible the early identification of, and source for acquiring documents of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

New Address and Ordering Instructions for the Educational Document Reproduction Service (EDRS)

Effective immediately the new address for EDRS is:

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Starting with the July 1974 issue of **Research in Education**, new prices are shown for microfiche and hard (paper) copy of ERIC documents and for complete ERIC collections. A scale for postage charges is included as well (see page number for How to Order ERIC Document Reproductions in the Table of Contents.) Also starting with the July issue the new MF and HC prices will appear with the abstracts in the Resume Section.

Clearinghouse Change of Name

The ERIC Clearinghouse on the Disadvantaged has changed its name to the ERIC Clearinghouse on Urban Education. The Clearinghouse will continue to monitor research and practice relating to the education of special populations in urban areas, such as blacks, Puerto Ricans, the poor, and the segregated, as well as collecting information on particular issues of urban education. The Clearinghouse will continue to be identified by the prefix UD.

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Research in Education

ED 092 660-094 099

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 654 321** **56** **CE 123 456**

Title. *Smith, John D. Johnson, Jane*
Career Education for Women
Central Univ., Chicago, Ill.

Organization where document originated. *Spons. Agency—National Inst. of Education*
(DHEW), Washington, D. C.

Date published. *Report No.—CU-2081-S*
Pub Date May 73
Contract—NIE-C-73-0001

Contract or Grant Number—only NIE or USOE contracts or grants are recorded. *Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)*

Alternate source for obtaining documents. *Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)*
EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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JC—Junior Colleges	106-112		

CE

ED 092 660

Massey, Romeo And Others

Career Education: An Introduction.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education; Florida State Univ., Tallahassee. Career Education Center.

Pub Date 74

Note—125p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Autoinstructional Aids, *Autoinstructional Programs, *Career Education, Counseling, Decision Making, Employment Opportunities, Evaluation Techniques, *Inservice Programs, Inservice Teacher Education, Integrated Curriculum, Models, Occupational Clusters, *Program Development, Program Planning, State Curriculum Guides, Work Attitudes

Identifiers—Career Awareness, Career Education Elements, Florida

The introductory guide has been designed to provide Florida teachers, counselors, and administrators with a self-instructional system of inservice training in basic concepts of career education. Materials can be used individually or in a workshop setting. The materials help to acquaint the reader with concepts, misconceptions, reasons for having career education, background of the career education movement, career education elements (self-awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, attitudes and appreciations), State program, career education models, curriculum phases and critical counseling points, occupational clusters, and planning and implementation of a program. After each section, questions and exercises are included to check comprehension and ability to apply concepts; optional readings also have been suggested for amplification and clarification. The final task is a career-centered educational activity to synthesize the reader's professional experience with the career education approach. Individual demographic data, results of included pre/post tests, and an opinion questionnaire are requested of users of this guide as a means of assessment of the efficiency and acceptability of this type of instructional program. (EA)

ED 092 661

Leonard, George E.

Developmental Career Guidance Project: 1965-1970.

CE 001 252

Wayne State Univ., Detroit, Mich.

Pub Date 73

Note—273p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—Academic Aspiration, Articulation (Program), *Career Education, Community Involvement, Counseling, *Developmental Guidance, *Disadvantaged Youth, Educational Objectives, Field Trips, *Inner City, Occupational Aspiration, Occupational Guidance, Paraprofessional School Personnel, Parent Participation, Program Evaluation, Projects, School Attitudes, Tables (Data), Work Attitudes

Identifiers—Career Awareness, *Career Development

The pilot program was designed to aid inner-city Detroit public school students to raise and broaden their educational/occupational aspiration levels and plan for their future. The project served 15,000 students from seven elementary schools, two junior high schools, and one high school; control schools were selected to match the experimental schools. The concept of developmental career guidance as an ongoing process was basic to the project, and the most prominent objective of the program was to increase the students' awareness or consciousness of the world of work. Other objectives were to help each child develop a realistic, functional self-concept and to coordinate into a smooth working team all those working with individual students. Guidance consultants were assigned to each project school and paraprofessionals served as a link to develop a close working relationship between school and community. Activities involved: counseling; information dissemination; broadening perceptions; consultation; articulation; and working with parents, community, and faculty. School assemblies and field trips were integral parts of the learning process. Evaluation consisted of student attitude surveys toward work/school/career aspirations, student comparisons, staff interviews, and external evaluations. Results indicated experimental school populations gained in aspiration levels over control groups. (EA)

ED 092 662

Russell, Wendell

Upgrading in an Industrial Setting. Final Report. Oak Ridge Associated Universities, Tenn. Manpower Development Div.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-20-47-73-18-1

Pub Date Feb 74

Note—60p.

CE 001 336

Available from—National Technical Information Service, Springfield, Va., 22151

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Employees, Improvement, *Improvement Programs, Industrial Personnel, *Industrial Training, Manpower Development, Occupational Guidance, Performance Criteria, Program Evaluation, Simulation

Identifiers—*Manpower Research

The project objectives were: (1) to assess existing industrial upgrading practices in an Atomic Energy Commission contractor organization, (2) to design new alternative upgrading methods, (3) to experiment with new upgrading methods, (4) to plan for utilization of proven upgrading programs, and (5) to document and disseminate activities. A twelve page section of the report is in the form of a separate paper, titled The Validity and Utility of Simulation Techniques, discussing the operation of an assessment center for employee upgrading. A further 30 pages appear to be from a booklet explaining how the assessment center is used for identification of first-line supervisors. Six pages summarize the impact of management practices, training programs, legislation, collective bargaining agreement, and employee mobility on employee upgrading. The final three pages briefly evaluate the success of the assessment center and the opportunity counseling it provided. (SA)

ED 092 663

Worthington, Robert M.

Career Guidance—Educational Responsibility.

Pub Date 13 Aug 73

Note—28p.; Keynote address at State Work Conference for Vocational-Technical and Higher Education (Birmingham, Alabama, August 13, 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Career Education, Counseling, Counseling Effectiveness, *Counseling Goals, Counseling Instructional Programs, Counseling Theories, Counselor Evaluation, Counselor Functions, Counselor Qualifications, Counselor Role, *Educational Counseling, Elementary School Counseling, Secondary School Counselors, *Vocational Counseling, *Vocational Development

It is important to emphasize that career guidance is an essential component of career education at all levels. A literature review suggests that: (1) the needs of women, minority, and low-income students are being met only partially; (2) it is not really known whether school placement services promote accountability and effective relationships with the business community; (3)

the cost-effectiveness of computers and other media has not yet been ascertained; (4) it seems that counselors should be educated in practical career guidance and counseling; and, (5) employment of paraprofessionals is inhibited by conditions other than credentialing requirements. There is a major need for rigorous program development; a number of continuing, and some newer, specific guidance development initiatives have been undertaken by the National Center for Adult, Vocational, Technical and Manpower Education. A new National Guidance Handbook has been developed as a tool for interrelating vocational instructional programs with classifications of other materials. Career choices take place on a continuing, lifelong basis; freedom of choice rests on understanding one's self and one's options. (Author/AJ)

ED 092 664 CE 001 364

Worthington, Robert M.
Career Development and Motivation for Women.
Pub Date 21 May 73

Note—12p.; Speech presented to Workshop on Women in Science and Technology (Massachusetts Institute of Technology, Cambridge, May 21, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Career Choice, *Career Education, Career Planning, *Educational Innovation, Equal Education, *Females, Feminism, Futures (of Society), Occupational Guidance, *Relevance (Education), Self Actualization, *Sex Discrimination, Stereotypes, Vocational Counseling, Womens Education

Career education can contribute to new role definitions for women, although it is not explicitly designed for any particular segment of society but is directed at changing the whole educational system to benefit the entire population. There is an increasing separation between students and the world of work; career education is a revolutionary approach based on the idea that all educational experiences should be geared to preparing each individual for a life of economic independence, by improving their base for occupational choice, facilitating their acquisition of occupational skills, enhancing their educational achievements, making education relevant to their aspirations, and by increasing the real choices they have open to them. It is a lifelong systematic way of acquainting students with the world of work, of which career guidance and counseling are essential components. The Federal government has recently taken some very positive actions affecting women. Teachers' organizations have called attention to the problem of women in education: the higher the grade level, the lower the percentages of women. Women faculty are paid less and not promoted as often. Career education can help women to achieve their vocational goals. (Author/AJ)

ED 092 665 CE 001 381

Dave, R. H. Stiemerling, N.
Lifelong Education and the School: Abstracts and Bibliography. UIE [UNESCO Institute for Education] Monographs 2.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 73

Note—155p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Abstracts, *Bibliographies, *Continuous Learning, *Curriculum Development, *Educational Philosophy, Educational Trends, Foreign Countries

In 1972 the UNESCO Institute for Education launched an exploratory study on the concept of lifelong education and its implications for school programs and curricula as well as for research. The interim outcomes of this study are being presented in a series of three monographs, the present volume being the second. In carrying out the study a fairly extensive collection of relevant literature was made, and the monograph consists of both a complete bibliography of this material and abstracts of selected publications in the field. The bibliography, as a by-product of the study, reflects its eclectic approach, containing many entries only indirectly concerned with lifelong education and listed alphabetically rather than by classification for that reason. The specific area of application is school curriculum. Twenty publica-

tions have been abstracted: eleven deal with general conceptual questions; six pertain to different stages of education; three present national programs. Material based on experimental research is almost entirely absent. (The document contains a French and an English version of each entry.) (Author/AJ)

ED 092 666 CE 001 382

Miller, Michael H.
Dropouts from Nursing Education: Who They Are and What Happens to Them.

Pub Date 74

Note—22p.; Paper presented at Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974). Available from—Dr. Michael H. Miller, School of Nursing, Vanderbilt University, Nashville, Tennessee

Document Not Available from EDRS.

Descriptors—Career Change, Career Choice, *Dropout Attitudes, *Dropout Characteristics, *Dropouts, *Medical Education, *Nursing, Student Alienation

Identifiers—Tennessee

Little definitive data exist about what happens to the large numbers of students who drop out of nursing programs. This study examined the reasons for withdrawal, level of alienation, and alternative career choices of 140 first year dropouts from six nursing programs in Tennessee. The results show that the dropouts are not alienated from nursing. In fact, the majority retained a high interest in the profession. Over one quarter of the dropouts returned to a nursing program within one year of their withdrawal while another 25 percent entered a non-nursing college program. Those working were likely to choose a position in the medical milieu. Most dropouts withdrew because of personal problems, not academic difficulty. Only a small portion left because they disliked nursing. The dropouts' alternative career choices appear more related to the type of nursing program they were enrolled in than their reasons for dropping out. (Author)

ED 092 667 CE 001 386

Smith, Richard T., Ed.
New Careers in Health: Issues and Problems. Johns Hopkins Univ., Baltimore, Md. Dept. of Behavioral Sciences.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Report No.—HSRD-71-4; PB-198-508

Pub Date Mar 71

Note—60p.; Report of a conference to delineate and review major issues in health new careers programs (John Hopkins Medical Institutions, Jan 1970); Portions of this document are marginally legible

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 198 508, MF \$1.45)

Document Not Available from EDRS.

Descriptors—Career Ladders, Certification, Collective Bargaining, Conference Reports, *Disadvantaged Groups, Employment Opportunities, *Health Occupations Education, Health Personnel, *Job Training, Labor Unions, *Medical Education, Personnel Policy, *Program Development, Program Evaluation, Program Planning, *Subprofessionals

Identifiers—Health Delivery Systems, New Careers in Health

The main purpose of the conference was to search out and identify those areas within the field of New Careers which are in need of research. Three major areas were identified: program development, role recognition and legitimation, and organizational change. Papers presented and discussed include New Careers and Health Care Organizations, by Stella Zahn; Other Agency Relationships: Unions, Civil Service, and Government, by Lillian Roberts; Education and Health Training for New Careers, by Kenneth Skaggs; The New Careerist, by Jackie McKinney; and Commentary on Research Methodology, by Rolf Lynton. (SA)

ED 092 668 CE 001 390

Green, Katherine S. Blanton, Omega
Handbook for Vocational Teacher-Coordination of Business and Office Education.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 72

Note—140p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Business Education, *Cooperative Programs, Curriculum Development, Educational Programs, *Instructor Coordinators, Job Skills, Office Occupations, *Office Occupations Education, Office Practice, Teaching Guides, *Vocational Education

Identifiers—Mississippi

The general objective of the vocational office training program is to prepare high school and postsecondary students (general clerical, clerk typist, and stenographic) for initial office work and for advancement on the job. The handbook is designed to assist teacher/coordinators in implementing a vocational office training program and an intensive business training program, based on the intensive time block concept and using cooperative or simulated work experience. Guidelines for implementing the programs are outlined, with copies of all necessary State and Federal forms and advice on their use. Suggestions are made for adapting the vocational office training program for postsecondary and adult education use. Miscellaneous information includes: general information and requirements for obtaining a vocational license, minimum office standards, evaluating the cooperative vocational office training program, job opportunities and descriptions, and lists of teaching aids and resource materials of all kinds. (SA)

ED 092 669 CE 001 393

Beasley, Gary F.
A Guide for Planning Post-Secondary Programs for Agribusiness, Natural Resources, and Environmental Protection Occupations.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 73

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Agribusiness, Agricultural Occupations, Curriculum Development, *Environmental Education, Facility Planning, *Natural Resources, Post Secondary Education, Program Administration, Program Design, *Program Guides, *Program Planning, Recruitment

Identifiers—Mississippi

This publication is intended to provide a reference for teachers, counselors, and administrators in planning, administering and conducting vocational and technical programs in agribusiness, natural resources and environmental protection at the postsecondary level. The material is presented in sections, each with a list of selected references, as follows: general information for planning, the nature and structure for postsecondary programs, determining the scope and nature of the program, developing the curriculum, administrative responsibilities, planning for physical facilities and equipment, student recruitment, selection and retention, and student placement and followup. (SA)

ED 092 670 CE 001 394

Patton, James E., Comp.
Planning for Programs in Vocational-Technical Education in Secondary Schools: A Handbook for Local Administrators.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 73

Note—217p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Administrator Guides, Curriculum Planning, Educational Facilities, *Educational Objectives, Educational Planning, Educational Programs, Facility Expansion, Facility Guidelines, *Facility Requirements, Personnel Selection, Program Design, Program Development, *Program Planning, Technical Education, *Vocational Education, Youth Programs

This publication has been prepared to assist public school administrators who are involved in planning new vocational education programs. It will assist in planning curriculums, selecting personnel and planning for new buildings and for expanding existing facilities. This handbook is organized to give general information and the purposes of the various vocational education programs in Agriculture, Distributive Education, Consumer and Homemaking Education, Business and Office Occupations, Trade and Industrial Education, Cooperative Vocational Education, Industrial Arts, Occupational Orientation, and Vocational Guidance. For each area of training, the objectives of the program are listed and followed by an outline of the organization of instruction. A description of each type of program within the area is given. Basic information on the organization of instruction in the various vocational education programs follows the program descriptions. A description of the youth activities programs for the instructional program follows the discussion on organization of instruction. A nine-item bibliography, classroom floor plans, and equipment lists are included. (Author/KP)

ED 092 671 CE 001 395

Newby, Howard L., Comp. Herring, Keith, Comp.

Work and Life Adjustment Skills: Preliminary Draft.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date '73

Note—98p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Attitudes, Curriculum Development, Educational Programs, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, Entry Workers, Individual Development, *Job Skills, *Lesson Plans, *Personal Adjustment, Personal Growth, Social Adjustment, Trainees, Unit Plan, *Vocational Adjustment, Vocational Education, Work Attitudes

Identifiers—*Life Skills, Mississippi

This manual is an outline of instruction and unit lessons developed for and intended to be used as an integral part of pre-employment training programs. It is designed to provide training activities related to job preparation and employment. Emphasis is placed on encouraging each trainee to develop an awareness of positive personal traits which ultimately will affect him and his community. Trainee-centered activities have been developed to make material more meaningful and applicable to each individual. The units included are: applying for a job, developing a positive attitude, developing positive employer-employee attitudes, developing positive coworker attitudes, developing positive spending attitudes, developing positive personal care attitudes. A 52-page appendix contains unit objectives and lesson plans for each unit, subdivided into content, specific objectives, suggested activities, methods, evaluation, and materials. (SA)

ED 092 672 CE 001 397

Annual Evaluation Report of the State Advisory Council on Vocational and Technical Education, Fiscal Year 1973, State of Hawaii.

Hawaii State Advisory Council on Vocational and Technical Education, Honolulu.

Pub Date Jan 74

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Annual Reports, *Curriculum Evaluation, *Educational Objectives, *Program Evaluation, *Program Improvement, *Vocational Education

Identifiers—Hawaii

The primary function of Hawaii's Advisory Council on Vocational and Technical Education is to evaluate the State's total vocational education effort and to publish and distribute the results in the form of an evaluation report. After a summary of 22 recommendations, the first section of the report gives the highlights of vocational education for fiscal year 1973. These highlights are the outcomes reported by the Department of Education and the Community Colleges for the objectives put forth in the annual

State Plan for Administration of Vocational Education. Identified are: specific measurable objectives; level, population, and activity; outcomes sought; and outcomes achieved. The second section concentrates on effectiveness in meeting needs, focusing on problem areas of an ongoing or general nature. Six general and six specific problems are discussed, including a description of the problem and recommendations of the Council. Section three deals with recommendations made in fiscal year 1972, including comments regarding action taken. (SC)

ED 092 673 CE 001 398

Omvig, Clayton P. Thomas, Edward G.

Analyzing Vocational Interests.

Kentucky Univ., Lexington. Div. of Vocational Education.

Pub Date Jan 74

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Career Choice, Disadvantaged Groups, *Interest Research, Interest Scales, *Interest Tests, Literature Reviews, Occupational Aspiration, *Secondary School Students, Sex Differences, *Student Interests, Vocational Counseling, *Vocational Interests

After a review of literature on the subject of vocational interests the authors go on to define the main problem investigated in this study, that of determining the relationship between expressed and tested vocational interests of four groups of people (disadvantaged males and females and nondisadvantaged males and females), in this case with grade students. A list of 24 interest areas was used. The findings are tabulated, analyzed and discussed in detail. Differences were found with respect to expressed vs. tested interest areas as follows: disadvantaged males, three areas; advantaged males, ten areas; disadvantaged females, eleven areas; and advantaged females, two areas. Disadvantaged males showed greater interest in all areas than advantaged males, while the findings were mixed for female subjects. Males and females of both groups gave similar rank ordering to the interest areas. Some differences were found between high and low ability students. In comparison with national norms disadvantaged males displayed consistently higher scores. Recommendations for counselors, and others who interpret vocational interest information, are made in the following areas: sex differences, sociocultural differences, and ability differences. (SA)

ED 092 674 CE 001 400

Bailey, Larry J., Ed. And Others

Facilitating Career Development: An Annotated Bibliography, II. Final Report.

Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V361005L

Pub Date Feb 74

Grant—OEG-6-0-73-2979

Note—272p.; See related document ED 042 217

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Abstracts, *Annotated Bibliographies, *Career Education, Computer Programs, Conference Reports, *Demonstration Programs, Educational Games, Educational Innovation, Educational Theories, Educational Trends, Experimental Programs, *Literature Reviews, Measurement Instruments, Occupational Guidance, *Program Development, Simulation, Vocational Development

A follow-up publication prompted by the success of an earlier bibliography, the document presents abstracts of publications which focus on finding new directions for implementing career practices in the classroom. The theme of both volumes is implementation; the first chapter of this volume, the only one without annotations, is a compilation of selected references on the foundations of career education, theory and rationale. Chapter 2 deals with theoretical considerations, applications, and surveys of computer-based guidance systems, few in the implementation phase and several curtailed by reduced funding. Chapter 3 provides operational guidelines developed in workshops, institutes, and conferences, and Chapter 4 offers the research related to measurement of vocational behavior which has immediate relevance for practice and

reflects new trends. Descriptions of games and simulations form Chapter 5, and Chapter 6 synthesizes the many State and Federally funded career educational projects initiated since Volume 1 was compiled; research and development, exemplary programs and projects, and career education model development are described. Chapter 7 presents locally developed programs. An author index enhances the utility of the publication. (AJ)

ED 092 675 CE 001 401

Rosner, Joan And Others

People and Cities: The Environment and Society. Adult Basic Education.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date '74

Note—65p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Adult Basic Education, Classroom Materials, *Environmental Education, Instructional Aids, *Instructional Materials, Manuals, *Urban Studies, Urban Teaching, *Worksheets

The manual is designed to provide instructors in adult basic education with discussion and activities materials which treat the subject of environment and society. Each of the three topics ("People and Their Needs," "Understanding the City," and "Improving the City Environment") is comprised of objectives, background information for the instructor, suggested activities, and student worksheets. A separate packet of student worksheets is included. The manual deals with the basic human needs of people as they relate to our physical surroundings. The impact of these needs on our environment and, conversely, the physical and psychological impact of the environment upon people, is examined in practical and meaningful terms. (Author)

ED 092 676 CE 001 402

Glickman, Albert S. And Others

Study of Experimental Incentives as an Influence on Enlistment Intention.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—AIR-32201-12-73-TM-2

Pub Date Dec 73

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Armed Forces, Aspiration, Attitudes, *Attitude Tests, Career Choice, Individual Power, Military Service, Motivation, *Motivation Techniques, Participant Characteristics, Personnel Management, Personnel Needs, *Recruitment, Self Concept, Socioeconomic Influences, *Values, Volunteers

Incentives such as enlistment bonuses are frequently suggested as a means of enhancing recruiting in the all-volunteer force setting. The basic assumption behind them is "more is better." Single incentives, double incentive packages, and triple incentive packages were compared for potential influence on enlistment. Also, in the same vein, the following comparisons were made: (1) \$1,000 vs. \$3,000 bonus, and (2) two years free college after four years of service vs. four years free college after four of service. There was no support for "more is better." Furthermore, "more is sometimes worse." The most attractive items showed a pervasive interest first in opportunities for self-determination as well as traditional incentives. Recruitment strategies will have to take both needs into account. (Author)

ED 092 677 95 CE 001 403

Valentine, Ivan E. Larson, Milton E.

Vocational Education Curriculum Development in Career Education.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Mar 74

Grant—OEG-0-72-5183

Note—20p.; For related documents, see CE 001 404, CE 002 234, and CE 002 235

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Accountability, *Career Education, *Curriculum Design, *Curriculum Development, *Curriculum Planning, *Curriculum Research, *Decision Making, *Disadvantaged Youth, *Federal Government, *Government Role, *Information Dissemination, *Institutes (Training Programs), *Personnel Needs, *Vocational Education

The document is an abridged version of a total report on three training institutes for curriculum personnel development for the integration of innovative concepts and new developments, specifically in the area of Career Education. This volume is composed of extracts from resource individuals' presentations to one or more of the institutes. The most significant concepts, basic elements of philosophy, and fundamental practices are included, organized around four major topics (1) Needs and purposes, (2) Basic concepts and accountability, (3) Methods and techniques (4) Problems and solutions. (The full texts of these and other presentations are available in the second volume of the Final Report of the Training Institutes, CE002235.) (AJ)

ED 092 678 95 CE 001 404

Valentine, Ivan E., Larson, Milton E.
Training Institutes for Curriculum Personnel Development for Integration of Innovative Concepts and New Developments.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Mar 74

Grant—OEG-0-72-5183

Note—48p.; For related documents, see CE 001 403, CE 002 234, and CE 002 235

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Development, *Information Dissemination, *Institutes (Training Programs), *Vocational Education

As an expansion and extension of the impact of three training institutes for curriculum personnel development, specific developmental and dissemination activities were carried out, including: (1) a booklet publication of "mini-presentations" of speeches made at the original institutes (see CE 001 403); (2) preparation of an abbreviated "Vocational Education Curriculum Development Handbook"; (3) audio cassettes of selected elements of the formal presentations; (4) dissemination of these products. A thumbnail account of the preparation of these products is given in four pages; the remainder of the document is a list of the recipients of the products. (AJ)

ED 092 679 CE 001 405

Travel Agency Survey, Final Report.
New York State Education Dept., Albany. Bureau of Distributive Education; New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date Feb 74

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Curriculum Development, *Curriculum Research, Data Analysis, *Distributive Education, *Educational Assessment, Educational Programs, Educational Research, *High School Curriculum, Questionnaires, State Surveys, Tables (Data), *Travel

Identifiers—New York State, Travel Industry

A research project was conducted cooperatively by the New York State Education Department Bureau of Distributive Education and Occupational Education Research to determine whether the present secondary programs in New York State provide sufficient career information and adequate preparation for young people to obtain employment in the travel industry. The data from questionnaires sent to all 725 New York State member agencies of the American Society of Travel Agents (ASTA) indicated preparation was sufficient, since they saw no need for a specialized high school curriculum for training travel counselors. However, only 277 responses to the questionnaire were received, and four-fifths of the population surveyed is located in the immediate New York City area, so caution must be used in interpreting the data. Data tables were compiled citing the number of reporting agencies by staff size, the number and types of employees, location from which travel counselors are drawn,

the relationship of education to the travel industry, and skills needed by travel counselors. It was concluded that related distributive education subjects, as now being taught, could be made more applicable to the training of travel counselors. (AG)

ED 092 680 CE 001 406

Idleman, Hillis K.
Travel and the Consumer 1974.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 74

Note—47p.; One of a Series for Expanded Programs in Consumer Education

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Consumer Education, Educational Resources, High School Curriculum, *Information Sources, Instructional Materials, *Learning Activities, Recreational Activities, Tourism, *Transportation, *Travel

Identifiers—New York State

The State Education Department of New York has prepared a series of modules—Expanded Programs in Consumer Education. "Travel and the Consumer" is the most recently produced module. It can be used as a discrete unit or with others in the series. The module stresses the importance of making travel creative, getting the most for one's money, seeking out things to see and do close at hand, and using the most economical forms of travel. The format used in the document consists of using three vertical columns to present the information. The first column presents one of the 23 travel-related questions under the title "Understandings" and offers possible answers. The second column lists suggested pupil and teacher activities; the third column cites sources of information for assisting in the execution of the suggested activities. Ten of the ideas presented are emphasized in illustrations. The document encourages using the forms of travel which use the least of our resources while paying the biggest dividends in renewal of spirit and body. (Author/AG)

ED 092 681 CE 001 410

Career Education and Our Working World.
Science Research Associates, Inc., Chicago, Ill.

Pub Date 73

Note—15p.

Available from—Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60648 (No price given)

Document Not Available from EDRS.

Descriptors—Articulation (Program), *Career Education, Concept Teaching, Educational Resources, *Elementary School Curriculum, *Fundamental Concepts, *Instructional Materials, Integrated Curriculum, Program Descriptions, *Social Studies

The document describes the portions of a revised edition of "Our Working World" which have been developed, with the support of the U. S. Office of Education, to maintain and expand the career education strand in this basic social studies program. Seven characteristics of the strand are presented; it is: (1) value oriented, (2) system oriented, (3) social reality oriented, (4) problem solving oriented, (5) time oriented, (6) space oriented, (7) future oriented. The career education strand is carried through each of the six levels of the program, which are outlined as: (1) Families, (2) Neighborhoods, (3) Cities, (4) Regions of the United States, (5) The American Way of Life, (6) Regions of the World. Examples are given of concept statements from career education oriented activities in the teacher's resources guides for each of the six levels in the program. (AJ)

ED 092 682 CE 001 411

Career Education Guide. K-Adult.
Science Research Associates, Inc., Chicago, Ill.

Pub Date 73

Note—86p.

Available from—Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60648 (No price given)

Document Not Available from EDRS.

Descriptors—Articulation (Program), *Behavioral Objectives, *Career Education, *Catalogs, *Curriculum Development, Educational Resources, Elementary Grades, *Instructional Materials, Program Development, Secondary Grades

The guide has been prepared to help educators in the development of career education programs. The heart of the guide is the 20-page "objectives and prescriptions" section, which lists objectives and then provides correlated Science Research Associates materials to use in working with objectives. This section is divided into four overlapping grade level sections, with four themes in each: Awareness, Aptitudes and Attitudes, Skills and Initial Exploration, Exploration and Decision-Making. Thirty pages of product descriptions follow. (Author/AJ)

ED 092 683 CE 001 412

Idleman, Hillis K.
Law and the Consumer.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73

Note—106p.; One of a Series for Expanded Programs in Consumer Education

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Consumer Education, *Contracts, Disadvantaged Groups, Educational Programs, High School Curriculum, Information Sources, Instructional Materials, *Laws, *Learning Activities, Legal Problems, Legal Responsibility

Identifiers—Consumer Protection, New York State

One of eleven modules developed for secondary school consumer education, this document emphasizes the need of the consumer, especially the disadvantaged consumer, to understand the law and the protection it can offer. The material is presented in three columns: understandings (usually formulated as questions followed by commentary), suggested pupil and teacher activities, and sources of information for resources to be used in implementing the suggested activities. Background material is also provided. Areas covered include relationships between the consumer and the law, contracts, sellers' responsibilities, guarantees, credit buying, installment contracts, consumer protection legislation, debts, truth-in-lending, consumer fraud, and sources of aid for the consumer. (SA)

ED 092 684 CE 001 413

Introduction to Measurement and the Use of Scaled Instruments (Course Outline), Aviation Quality Control I: 9225.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—21p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Aviation Mechanics, *Aviation Technology, Behavioral Objectives, *Curriculum Guides, *High School Curriculum, Job Skills, Measurement Instruments, Quality Control, Secondary Grades, Technical Education, *Vocational Education

Identifiers—*Quinquennial Program

The course outline will serve as a guide to the high school student who wishes to pursue the highly exacting field of checking, gauging, and measuring parts to insure quality and reliability of the finished product. Fundamentals of dimensional metrology involving linear measurement with scaled and vernier instruments are covered in five blocks of work designed for a quinquennial course of 135 clock hours. Prerequisite for this course is one year of basic aviation mechanics. Textbooks, laboratory and training manuals, and a film to be used with the outline are listed in the bibliography. Specific behavioral objectives are given for each instruction block, and a posttest with answer key is appended. (Author/AJ)

ED 092 685 CE 001 414

Aircraft Weight and Balance with Mathematics and Shop Drawing (Course Outline), Aviation Mechanics I (Power and Frame): 9073.03.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—31p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Aviation Mechanics, Aviation Technology, Behavioral Objectives, Blueprints, *Curriculum Guides, Drafting, *High School Curriculum, Job Skills, Secondary Grades, *Technical Education, Technical Mathematics, Vocational Education, Weight

Identifiers—*Quinmester Program

The course outline has been prepared as a guide to help the trainee become proficient in the skills and knowledge necessary to become an aviation mechanic. The course is composed of four blocks subdivided into units, and requires a quinmester of 135 clock hours to complete: Block 1, Weight and Balance; Block 2, Mathematics; Block 3, Shop Drawing; Block 4, Posttest. The three-page course outline is followed by 10 pages of specific behavioral objectives, and 15 titles of instructional films are listed in the bibliography. Instruction sheets to be used in the course are not included, but a posttest is appended. (Author/AJ)

ED 092 686 CE 001 415

Aircraft Ground Operation, Servicing, Fluid Lines and Fittings, Mechanics Privileges and Limitations, and Maintenance Publications, Forms and Records (Course Outline), Aviation Mechanics 1 (Power and Frame): 9073.02.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—47p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS**POSTAGE**

Descriptors—*Aviation Mechanics, *Aviation Technology, *Behavioral Objectives, *Curriculum Guides, *High School Curriculum, *Job Skills, *Recordkeeping, *Reference Materials, *Secondary Grades, *Technical Education, *Vocational Education

Identifiers—*Quinmester Program

The course outline consists of five instructional blocks of several units each: (1) Aircraft Ground Operation and Servicing; (2) Fluid Lines and Fittings; (3) Mechanics Requirements, Privileges and Limitations; (4) Maintenance Publications; and, (5) Maintenance Forms and Records. It is a basic course of knowledge and skills necessary to any curriculum leading to a Federal Aviation Agency mechanic's license, requiring a quinmester of 135 clock hours. A posttest and 17 pages of behavioral objectives follow the course outline; instruction sheets used in the course, however, are not included. Audiovisual aids, emphasized in the course, are not listed in the bibliography, but the titles of 22 Federal Aviation Agency publications and other references are listed. (Author/AJ)

ED 092 687 CE 001 416

Aircraft Materials, Processes, Cleaning and Corrosion Control (Course Outline), Aviation Mechanics 1 (Power and Frame): 9073.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—31p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS**POSTAGE**

Descriptors—*Aviation Mechanics, *Aviation Technology, *Cleaning, *Course Content, *Course Objectives, *Curriculum Guides, *Equipment Maintenance, *Job Skills, *Machine Repairmen, *Maintenance, *Performance Criteria, *Technical Education

Identifiers—*Quinmester Program

This document presents an outline for a 135-hour course designed to familiarize the beginning student with the basic concepts common to aircraft materials and processes, together with the requirements of proper cleaning and corrosion control as outlined by the Federal Aviation Agency. The aviation airframe and powerplant maintenance technician is expected to demonstrate his ability to explain the proper methods of cleaning the various components of an aircraft or engine, to prove his knowledge of nondestructive testing methods, to inspect and check welds, to understand the basic heat-treatment processes and reasons for their use, to make precision measurements using various measuring instruments, and to indicate his knowledge of aircraft hardware and materials. The behavioral objectives and performance standards necessary for a person to become an airframe mechanic or powerplant mechanic, or to obtain a Federal Aviation Agency license are specified. An eight-item bibliography, a list of five films, and a Quinmester posttest sample are included. (KP)

ED 092 688 CE 001 417

Aircraft Instrument, Fire Protection, Warning, Communication, Navigation and Cabin Atmosphere Control System (Course Outline), Aviation Mechanics 3 (Air Frame): 9067.04.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—44p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS**POSTAGE**

Descriptors—*Aviation Mechanics, *Aviation Technology, *Climate Control, *Communications, *Course Content, *Course Objectives, *Curriculum Guides, *Equipment Maintenance, *Fire Protection, *Instrumentation, *Instrumentation Technicians, *Job Skills, *Navigation, *Performance Criteria, *Technical Education

Identifiers—*Quinmester Program

This document presents an outline for a 135-hour course designed to familiarize the student with manipulative skills and theoretical knowledge concerning aircraft instrument systems like major flight and engine instruments; fire protection and fire fighting systems; warning systems and navigation systems; aircraft cabin control systems, such as heating and pressurization, in accordance with Federal Aviation Agency standards. The aviation maintenance technician must be able to demonstrate the ability to remove and install aircraft instruments, an understanding of the theory and purpose of fire protection and fire extinguisher system components, knowledge of the theory and purpose of aircraft position and warning systems, an understanding of aircraft communication and navigation systems, knowledge of the theory and purpose of aircraft oxygen systems, and the safety procedures necessary for safe maintenance of airframe systems. The behavioral objectives and performance standards necessary for a person to pass the airframe system and component section of the Federal Aviation Administration examination for an aircraft mechanics license are specified. An 11-item bibliography, a list of five filmstrips, and a Quinmester posttest sample are included. (KP)

ED 092 689 CE 001 418

Aircraft Landing Gear, Ice and Rain Control Systems (Course Outline), Aviation Mechanics 3 (Air Frame): 9067.02.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—31p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS**POSTAGE**

Descriptors—*Aviation Mechanics, *Aviation Technology, *Course Content, *Course Objectives, *Curriculum Guides, *Equipment Maintenance, *Job Skills, *Performance Criteria, *Technical Education

Identifiers—*Quinmester Program

This document presents an outline for a 135-hour course designed to familiarize the student with operation, inspection, troubleshooting, and repair of aircraft landing gear, ice and rain control systems. It is designed to help the trainee master the knowledge and skills necessary to become an aviation airframe mechanic. The aviation airframe maintenance technicians must be able to demonstrate his ability to troubleshoot, service, and repair aircraft landing gear systems; his ability to troubleshoot, service, and repair aircraft brake systems; and his ability to inspect, check, service, and repair aircraft ice and rain control systems. The behavioral objectives and performance standards necessary for a person to become an airframe mechanic, or a combined airframe and powerplant mechanic with a Federal Aviation Agency license are specified. A four-item bibliography, a list of 10 filmstrips, and a Quinmester posttest sample are included. (KP)

ED 092 690 CE 001 419

Aircraft Fuel, Hydraulic and Pneumatic Systems (Course Outlines), Aviation Mechanics 3 (Air Frame): 9067.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—36p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS**POSTAGE**

Descriptors—*Aviation Mechanics, *Aviation Technology, *Course Content, *Course Objectives, *Curriculum Guides, *Equipment Maintenance, *Job Skills, *Performance Criteria, *Technical Education

Identifiers—*Quinmester Program

This document presents an outline for a 135-hour course designed to familiarize the student with the operation, inspection, and repair of air-

craft fuel, hydraulic, and pneumatic systems. It is designed to help the trainee master the knowledge and skills necessary to become an aviation airframe mechanic. The aviation airframe maintenance technician must be able to demonstrate his ability to troubleshoot, service, and repair aircraft fuel systems; his ability to troubleshoot, remove, and install aircraft fuel components; his ability to troubleshoot, service, and repair aircraft hydraulic and pneumatic systems; and his ability to troubleshoot, remove, and install aircraft hydraulic and pneumatic system components. The behavioral objectives and performance standards necessary for a person to become an airframe mechanic, or a combined airframe and powerplant mechanic, with a Federal Aviation Agency license are specified. A Quinmester posttest sample is included. (KP)

ED 092 691 CE 001 420

Airframe Assembly, Rigging and Inspection (Course Outline), Aviation Mechanics 2 (Air Frame): 9065.02.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—33p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS**POSTAGE**

Descriptors—*Assembly (Manufacturing), *Aviation Mechanics, *Aviation Technology, *Course Content, *Course Objectives, *Curriculum Guides, *Equipment Evaluation, *Equipment Maintenance, *Inspection, *Job Skills, *Performance Criteria, *Technical Education

Identifiers—*Quinmester Program

This document presents an outline for 135-hour course designed to familiarize the student with the manipulative skills and knowledge concerning airframe assembly, rigging, and inspection techniques in accordance with Federal Aviation Agency regulations. The aviation maintenance technician must be able to demonstrate a knowledge of assembly methods used in current type aircraft, the ability to rig current types of control systems, the methods used in aircraft inspection, and the ability to assume the responsibility inherent in the aviation maintenance technician occupation. The behavioral objectives and performance standards necessary for a person to become an airframe assembler, rigger, or inspector are specified. A 20-item bibliography, a list of five filmstrips, and a Quinmester posttest sample are included. (KP)

ED 092 692 CE 001 421

Aircraft Wood Structures, Covering and Finishing Methods (Course Outline), Aviation Mechanics 2 (Air Frame): 9065.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—31p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS**POSTAGE**

Descriptors—*Aviation Mechanics, *Aviation Technology, *Course Content, *Course Objectives, *Curriculum Guides, *Equipment Maintenance, *Inspection, *Job Skills, *Performance Criteria, *Technical Education, *Woodworking

Identifiers—*Quinmester Program

This document presents an outline for a 135-hour course designed to familiarize the student with aircraft wood structures and related Federal Aviation Agency requirements. Topics outlined are identification of defects on wood samples, defining terms used on wood structures, inspecting wood structure together with servicing and repair of wood structure. Fabric covering—selecting and applying fabric and plastic covering material; inspecting, testing, and repairing fabric; identifying and selecting aircraft finish materials; application and inspection of finish materials; and application plus inspection of the finish with identification of defects—is also covered. The aviation airframe maintenance technician must be able to demonstrate his ability to inspect, service, and repair aircraft wood structures; inspect and repair aircraft fabric coverings; and select and apply aircraft finishing materials. The behavioral objectives and performance standards necessary for a person to become an aviation airframe mechanic or a combined airframe and powerplant mechanic with a Federal Aviation Agency license are specified. A 12-item bibliography, a list of seven filmstrips, and a Quinmester posttest sample are included. (KP)

ED 092 693 CE 001 422
Aircraft Fuel, Fuel Metering, Induction and Exhaust Systems (Course Outline), Aviation Mechanics (Power Plant): 9057.02.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—51p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Aviation Mechanics, *Aviation Technology, Course Content, Course Objectives, *Curriculum Guides, Engines, *Equipment Maintenance, Fuels, Job Skills, Maintenance, Performance Criteria, Technical Education
Identifiers—*Quinmester Program

This document presents an outline for a 135-hour course designed to help the trainee gain the skills and knowledge necessary to become an aviation powerplant mechanic. The course outlines the theory of operation of various fuel systems, fuel metering, induction, and exhaust system components with an emphasis on troubleshooting, maintenance, and repair methods. The aviation powerplant maintenance technician must be able to demonstrate his ability to troubleshoot and repair aircraft engine fuel systems; his ability to check and repair fuel metering systems and the components thereof; his ability to check, service, and repair all sections of an engine induction on both reciprocating and turbine engines; and his ability to check and repair aircraft engine exhaust systems and the components thereof. Behavioral objectives and performance standards are identified for each of the areas of instruction. A 16-item bibliography including two films and a Quinmester posttest sample are included. (KP)

ED 092 694 CE 001 423
Overhaul, Inspection and Repair of Reciprocating Engines 1 (Course Outline), Aviation Mechanics (Power Plant): 9055.01.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—28p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Aviation Mechanics, Aviation Technology, Behavioral Objectives, *Curriculum Guides, *High School Curriculum, Job Skills, Secondary Grades, *Technical Education, Vocational Education
Identifiers—*Quinmester Program

The course outline has been prepared as a guide to help the trainee acquire the knowledge and skills associated with the overhaul, inspection, and repair of reciprocating engines. This course is the first of two and must be completed first. Successful completion of these courses and others will provide the trainee with the knowledge and skills required to pass the Powerplant Theory and Maintenance section of the Federal Aviation Administration examination for the powerplant mechanic license. The course is composed of one block of several units requiring one quinmester of 135 hours. Five pages of course outline are followed by 10 pages of specific behavioral objectives; a posttest is appended. The bibliography of references includes Federal Aviation Agency publications and titles of audiovisual aids, which are heavily emphasized in the course. No worksheets are included. (Author/AJ)

ED 092 695 CE 001 424
Overhaul, Inspection and Repair of Reciprocating Engines 2 (Course Outline), Aviation Mechanics (Power Plant): 9055.02.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—30p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Aviation Mechanics, Aviation Technology, Behavioral Objectives, *Curriculum Guides, *High School Curriculum, Job Skills, Secondary Grades, *Technical Education, Vocational Education
Identifiers—*Quinmester Program

The course outlined is the second of two designed to help a trainee acquire the knowledge and become proficient in the skills associated with the overhaul, inspection, and repair of

reciprocating engines. The knowledge and skills are necessary to pass the Powerplant Theory and Maintenance section of the Federal Aviation Administration examination for the powerplant mechanic's license. The course is composed of one block of several units requiring one quinmester of 135 hours. Seven pages of course outline are followed by five pages of specific behavioral objectives; a posttest is appended. Basic and supplementary references, Federal Aviation Agency publications, and five instructional films are included in the bibliography. (Author/AJ)

ED 092 696 CE 001 425
Body Construction and Trim (Course Outline), Auto Body Repair and Refinishing 1: 9033.02.

Dade County Public Schools, Miami, Fla.
Pub Date 73

Note—23p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Auto Body Repairmen, Auto Mechanics (Occupation), Behavioral Objectives, *Curriculum Guides, *High School Curriculum, Job Skills, Secondary Grades, Skilled Occupations, Technical Education, *Trade and Industrial Education, Vocational Education
Identifiers—*Quinmester Program

The foundation quinmester course outlined is for the auto body repair trainee, to provide him with skills, knowledge, attitudes, and values necessary for performing the required service. It is the second of a series for the auto body repair trainee and requires 80 quinmester hours for completion. The outline consists of eight blocks of instruction subdivided into several units each. Two pages of behavioral objectives precede six pages of course outline and an appended posttest. The bibliography lists several basic references, supplementary references, and audiovisual aids. (Author/AJ)

ED 092 697 CE 001 426
Auto Body Welding 1 (Course Outline), Automotive Body Repair and Refinishing 1: 9033.03.

Dade County Public Schools, Miami, Fla.
Pub Date 73

Note—19p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Body Repairmen, Behavioral Objectives, *Curriculum Guides, High School Curriculum, Job Skills, Skilled Workers, *Trade and Industrial Education
Identifiers—*Quinmester Program

The 90-hour course is a foundation quinmester course in welding for the auto body repairman. The outline consists of three blocks of instruction (orientation, 6 hours; oxyacetylene welding equipment, 10 hours; and auto body oxyacetylene welding, 74 hours), each of which is subdivided into several units listing student competencies. Instruction will consist of demonstrations, lectures, group discussions, audiovisual aids, and resource people from industry. Instruction should be flexible to meet individual needs and abilities. A bibliography lists three basic references, five supplementary references, and two films. A 25-item multiple choice posttest sample is included. (SC)

ED 092 698 CE 001 427
Auto Body Welding 2 (Course Outline), Automotive Body Repair and Refinishing 1: 9033.04.

Dade County Public Schools, Miami, Fla.
Pub Date 73

Note—20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Body Repairmen, Behavioral Objectives, *Curriculum Guides, High School Curriculum, Job Skills, Skilled Workers, *Trade and Industrial Education
Identifiers—*Quinmester Program

The 90-hour course is a foundation quinmester course in welding for the auto body repairman. The outline consists of seven blocks of instruction (orientation, 6 hours; auto body oxyacetylene welding, 10 hours; electric arc welding equipment, 6 hours; auto body electric arc welding, 8 hours; position welding, 40 hours; electric spot welders, 16 hours; and welding safety, 4 hours), each of which is subdivided into several units

which list student competencies. Instruction will consist of demonstrations, lectures, group discussions, audiovisual aids, and resource people from industry. Instruction should be flexible to meet individual needs and abilities. A bibliography lists three references, six supplementary references, and six films. A 25-item multiple choice posttest sample is included. (SC)

ED 092 699 CE 001 428
Automotive Refinishing II: Automotive Body Repair and Refinishing 2: 9035.05.

Dade County Public Schools, Miami, Fla.
Pub Date 73

Note—23p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Auto Body Repairmen, *Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, Instructional Materials, Job Skills, Performance Criteria, *Technical Education
Identifiers—Florida, *Quinmester Program

Part of the Dade County Public School (Florida) Quinmester Program, the automotive refinishing course outline is a continuation of automotive refinishing I and emphasizes the practical application of color coating and sheet metal refinishing. Overall refinishing with enamels, lacquers, and acrylics are included as well as spot repair painting and color matching. The course is a two or three quinmester credit course to be given in a 9-week period. Instruction consists of demonstrations, lectures, group discussions, audio visual aids, and resource people from industry. (EA)

ED 092 700 CE 001 429
Automotive Body Sheet Metal Maintenance II: Auto Body Repair and Refinishing 2: 9035.01.

Dade County Public Schools, Miami, Fla.
Pub Date 73

Note—41p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Auto Body Repairmen, *Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, Job Skills, Performance Criteria, *Sheet Metal Work, *Technical Education, Trade and Industrial Education
Identifiers—Florida, *Quinmester Program

The automotive body sheet metal maintenance course is an advanced course in sheet metal techniques and emphasizes the perfection of skills in sheetmetal repair and fabrication techniques. This nine week course (135 clock hours) provides the learner with a variety of experiences and supplies him with general information, technical knowledge, basic skills, attitudes and values required for entry level employment in this field. Instruction will consist of demonstrations, lectures, group discussions, audiovisual aids and resource people from industry. A course outline is provided in the document. The concluding twenty pages contain five post tests for the course. (DS)

ED 092 701 CE 001 430
Automotive Body Sheet Metal Maintenance I: Automotive Body Repair and Refinishing 1: 9033.05.

Dade County Public Schools, Miami, Fla.
Pub Date Jan 73

Note—36p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Auto Body Repairmen, *Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, Job Skills, Performance Criteria, *Sheet Metal Work, *Technical Education, Trade and Industrial Education
Identifiers—Florida, *Quinmester Program

The automotive body sheet metal maintenance course is an exploratory course in the use of all sheet metal working and equipment common to this trade area. Included are techniques of diagnosis of damage and repair. Emphasized is the proper use of tools and fabrication methods used in automotive body maintenance and repair. This nine week course (135 clock hours) provides the learner with general information, technical knowledge, basic skills, attitudes and values that are required for entry level employment as an auto body repair and refinisher helper. Instruc-

tion will consist of demonstrations, lectures, group discussions, audiovisual aids and resource people from industry. A course outline is provided. The last 25 pages include four quinquennial post tests. (DS)

ED 092 702 CE 001 431
Unibody Construction and Frame Alignment; Automotive Body Repair and Refinishing 3: 9037.01.

Dade County Public Schools, Miami, Fla.
Pub Date Jan 73

Note—21p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Body Repairmen, *Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, Job Skills, Performance Criteria, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinquennial Program

The unibody construction and frame alignment course is designed as one of a group of quinquennial courses offered in the field of automotive body repair and refinishing. General information will be provided for the student along with technical knowledge, basic skills, attitudes and values that are required for entry level auto body helpers. The nine week (135 clock hours) course is designed to familiarize the student with the basic concepts of unibody construction and frame alignment. Instruction will consist of demonstrations, lectures, group discussions, audiovisual aids and resource people from industry. A course outline is provided with four pages of post tests. (DS)

ED 092 703 CE 001 432
Automotive Electrical and Electronic System II; Automotive Mechanics-Intermediate: 9045.04.

Dade County Public Schools, Miami, Fla.
Pub Date 73

Note—21p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *Electrical Systems, Electronics, Job Skills, Performance Criteria, *Technical Education

Identifiers—Florida, *Quinquennial Program

This automotive electrical and electronic system course is an intermediate course designed for the student who has completed automotive Electrical and Electronic System I. The theory and principles of operation of the components of the starting and charging systems and other electrical accessory systems in the automobile will be learned by the student. Emphasized will be the use of test equipment to diagnose, adjust and repair these components. This nine week (135 clock hours) course is available for two or three credits. Upon completion of the course training will have covered basic automotive electricity, starting systems, charging systems, voltage regulation, and electronic components. Included is a course outline and six pages of post tests. (DS)

ED 092 704 CE 001 433
Automotive Chassis; Automotive Mechanics-Basic: 9043.02.

Dade County Public Schools, Miami, Fla.
Pub Date 73

Note—30p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Objectives, *Curriculum Guides, Performance Criteria, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinquennial Program

This automotive chassis course is designed to familiarize the beginning student of the history and development of the automobile with basic concepts common to the automobile industry, and general information that is required for successful advancement in the automotive mechanics field. It is one quinquennial in a series of quinquennial outlines designed for complete automotive mechanics course (45 clock hours). Instruction consists of demonstrations, lectures, group discussions, audiovisual aids and resource people from industry. A course outline is provided along with 18 pages of post-tests and answer keys. (DS)

ED 092 705 CE 001 434
Automotive Engines; Automotive Mechanics I: 9043.03.

Dade County Public Schools, Miami, Fla.
Pub Date Feb 73

Note—22p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, Job Skills, Performance Criteria, *Power Mechanics, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinquennial Program

This automotive engines course studies and demonstrates the theory and principles of operation of the automotive four stroke cycle engine. The student will develop an understanding of the systems necessary to make the engine perform as designed, such as cooling, fuel, ignition and lubrication. This is a one or two quinquennial credit course of 45 clock hours. It is the third course in the tenth grade. Included in this course is an introduction to the theory of operation of the internal combustion engine. Part of this document includes a course outline and a seven page section of post tests. (DS)

ED 092 706 CE 001 435
Automotive Power Flow System; Auto Mechanics I: 9043.04.

Dade County Public Schools, Miami, Fla.
Pub Date Feb 73

Note—21p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, Job Skills, Performance Criteria, *Power Mechanics, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinquennial Program

This automotive power flow system course sets the foundation in the theory of operation of the standard and automatic transmission, clutch assemblies, drive-line and rear axle assemblies. This is a one or two quinquennial credit course covering 45 clock hours. In the fourth quinquennial course in the tenth year, instruction consists of lectures, demonstrations and group discussions. Audiovisual aids are used to supplement instruction. Included is a course outline and eight pages of post tests. (DS)

ED 092 707 CE 001 436
Automotive Electrical and Electronic Systems I; Automotive Mechanics 2: 9045.03.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—26p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *Electrical Systems, Electronics, Job Skills, Performance Criteria, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinquennial Program

The automotive electrical and electronic system I course is designed as one of a group of quinquennial courses offered in the field of automotive mechanics. General information will be given along with technical knowledge, basic skills, attitudes and values that are required for job entry level. The nine week (135 clock hour) course overcomes some of the difficulties of teaching electricity through visual aids and student involvement. Basically the course has been designed to provide a solid foundation in electrical and electronic principles and their application to the various automotive systems. A course outline and six pages of post-tests are included. (DS)

ED 092 708 CE 001 437
Automotive History and Development of the Automobile; Automotive Mechanics I: 9043.01.

Dade County Public Schools, Miami, Fla.
Pub Date Apr 73

Note—22p.; An Authorized Course of Instruction for the Quinquennial Program. Page 14 is missing

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *His-

tory, Performance Criteria, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinquennial Program

The automotive history and development of the automobile course is designed to familiarize the beginning student with basic concepts common to the automobile history and general information that is required for successful advancement in the automotive mechanics field. A course outline is provided and seven pages of post-tests are included in the appendix. (DS)

ED 092 709 CE 001 438
Automotive Air Conditioning and Heating; Automotive Mechanics (Advanced): 9047.04.

Dade County Public Schools, Miami, Fla.
Pub Date Dec 72

Note—23p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Air Conditioning, *Air Conditioning Equipment, *Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *Equipment Maintenance, Heating, Inspection, Job Skills, Performance Criteria, *Technical Education

Identifiers—Florida, *Quinquennial Program

This document presents an outline for a 135-hour course designed to provide the student with all the foundations necessary to become employable in the automotive air conditioning and heating trade. The course of study includes an orientation to the world of work, the elementary physics of air conditioning and heating, and laboratory experiments which stress the manipulative skills of testing, diagnosis, repair, and maintenance of automotive air conditioning and related systems. The behavioral objectives and performance standards necessary for a person to become an automotive air conditioning technician are specified. A twelve-item bibliography, a list of five films, and a Quinquennial post test sample are included. (KP)

ED 092 710 CE 001 439
Automotive Body Trim and Glass; Automotive Mechanics 2: 9045.05.

Dade County Public Schools, Miami, Fla.
Pub Date Jan 73

Note—20p.; Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Body Repairmen, Auto Mechanics, Course Content, *Course Objectives, *Curriculum Guides, Equipment Maintenance, *Glaziers, Job Skills, Performance Criteria, Sheet Metal Work, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinquennial Program

This document presents an outline for a 135-hour course designed to help students become employable with skills, knowledge, attitudes, and values necessary for performing the required service of the automotive trim and glass mechanic. The course of study includes an orientation to the course, service tools and bench skills development, and a study of automotive body trim and glass. The behavioral objectives and performance standards necessary for a person to become an automotive trim and glass mechanic are specified. A nine-item bibliography, a list of four films, and a Quinquennial post test sample are included. (KP)

ED 092 711 CE 001 440
Automotive Fuel and Carburetor; Automotive Mechanics 3: 9047.01.

Dade County Public Schools, Miami, Fla.
Pub Date Feb 73

Note—22p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *Engines, *Equipment Maintenance, *Fuel Consumption, Inspection, Job Skills, Motor Vehicles, Performance Criteria, *Technical Education

Identifiers—Florida, *Quinquennial Program

This document presents an outline for a 135-hour course designed to help students become employable with the skills, knowledge, attitudes, and values necessary for performing the required services of the automotive fuel and carburetor systems mechanic. The course is an introduction

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to the automobile fuel and carburetion systems. Basic manipulative skills relating to carburetor maintenance and overhaul together with adjustments of linkages and fuel indicating circuits are covered. The course outline covers the course orientation; service, tools, equipment and materials; the fuel system; and an introduction to carburetion. The behavioral objectives and performance standards necessary for a person to become an automobile fuel and carburetor mechanic are specified. A twelve-item bibliography and a Quinmester post test sample are included. (KP)

ED 092 712 CE 001 441

Automotive Tune-up and Performance; Automotive Mechanics 3: 9047.02.

Dade County Public Schools, Miami, Fla.

Pub Date Feb 73

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Air Flow, *Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *Engines, Equipment Maintenance, *Fuel Consumption, Inspection, Job Skills, Motor Vehicles, Performance Criteria, *Technical Education

Identifiers—Florida, *Quinmester Program

This document presents an outline for a 135-hour course designed to help students become employable and provide them with the skills, knowledge, attitudes, and values necessary for performing the required services in automotive tune up and performance. Such services are critical and must be exact to meet Federal Emission Control Standards. The course involves an orientation to the world of work together with an in depth study of trouble shooting components of engine tune-up using electronic testing equipment. Fuel metering, plus timing and emission control system maintenance are also covered. The behavioral objectives and performance standards necessary for a person to become an automotive tune up and performance mechanic are specified. A twelve item bibliography and a Quinmester post test sample are included. (KP)

ED 092 713 CE 001 442

Automotive Power Flow System II; Automotive Mechanics—Advanced: 9047.03.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—23p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *Fluid Power Education, Inspection, Job Skills, *Kinetics, Performance Criteria, Power Mechanics, *Technical Education

Identifiers—Florida, *Quinmester Program

This document presents an outline for a 135-hour course designed to provide the student with all the skills, technical knowledge, safety practices, and general information that is required to understand the theory of operation, to diagnose, and to service the units that make up the power flow system of the automobile. The course of study includes theory of operation and service procedures of clutches, transmissions, drive lines, differential and rear axles. The behavioral objectives and performance standards necessary for a person to become an automotive power flow system mechanic are specified. A ten item bibliography and a list of related job, information, assignment, and operation sheets together with a Quinmester post test sample are included. (KP)

ED 092 714 CE 001 443

Cost Estimating Collision Damage; Automotive Body Repair and Refinishing 3: 9037.03.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Auto Body Repairmen, *Auto Mechanics, Course Content, Course Objectives, *Curriculum Guides, *Estimated Costs, *Evaluation Methods, Inspection, Job Skills, Motor Vehicles, Performance Criteria, Repair, *Technical Education

Identifiers—Florida, *Quinmester Program

This document presents an outline for a 135-hour course planned to help the student to become employable and to provide them with the skills, knowledge, attitudes, and values necessary for performing the service expected of the automotive body repairman and to perform basic collision damage estimates. Emphasis is on utilization of manufacturer's manuals in all practical applications to learn the correct procedures used in the automotive body and refinishing trade. The behavioral objectives and performance standards necessary for a person to become an automotive body repairman are specified. A seven item bibliography, a list of information and assignment sheet titles, and a Quinmester post test sample are included. (KP)

ED 092 715 CE 001 444

Body Shop Management; Automotive Body Repair and Refinishing 3: 9037.04.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 73

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Auto Body Repairmen, *Auto Mechanics, Cooperative Programs, Course Content, Course Objectives, *Curriculum Guides, Job Skills, Management, Motor Vehicles, Office Management, Performance Criteria, Repair, *Technical Education, Trade and Industrial Education

Identifiers—Florida, *Quinmester Program

This document presents an outline for a 135-hour course prepared to help students become employable by performing the required service of the automotive body repairman. The course is designed to "amplify the student with the management operation of an automotive body and refinishing shop. The student will receive a general orientation to his particular field and the world of work in general; information concerning the body shop office, the waiting room, the body shop building and shop management; together with cooperative employment and on-the-job training. Behavioral objectives and performance standards are identified for each of the areas of instruction. A twelve item bibliography, a list of eight films, and a Quinmester post test sample are included. (KP)

ED 092 716 CE 001 445

Gysbers, Norman C., Ed. And Others

Developing Careers in the Elementary School.

Pub Date 73p.

Note—176p.

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$45.00 for kit)

Document Not Available from EDRS.

Descriptors—*Career Education, *Counselor Role, Educational Problems, Educational Programs, Educational Research, *Elementary Education, Learning Activities, Vocational Counseling, *Vocational Development

Identifiers—*Career Survival Skills Kit

The document, part of the "Career Survival Skills Kit," is an attempt to provide the elementary school counselor with material relating to vocational development and the early school years. The introduction considers career development as a new challenge for elementary education and discusses a career development instructional model. The first chapter contains five readings which will give meaning to the concept of career development and provide perspectives concerning the scope and sequence of elementary school career development programs. Each of the four articles in Chapter 2 provides research data and commentary on some of the career development biases that presently exist in the school environment, in addition to information on when and how occupational and educational knowledge is gained and values are formed. The nine articles in the final chapter describe a cross section of programs and activities to facilitate the career development of individuals. In addition to the book abstracted here, the kit contains two other professional books (ED 064 478 and ED 064 517), a teacher's manual (CE 001 447), 55 Spirit Master Data Sheets (CE 001 448), five transparencies, a 30-minute cassette, a career education index (CE 001 449), a handbook (CE 001 446), and a wall chart. (Author/AG)

ED 092 717 CE 001 446

Loughary, John W. And Others

Career Survival Skills: Focus on Affective Career Education. Handbook.

Pub Date 74

Note—25p.; For related documents, see ED064 478 and ED 064 517, CE 001 445, 447-9

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$45.00 for kit)

Document Not Available from EDRS.

Descriptors—Affective Objectives, *Behavioral Objectives, *Career Education, Complexity Level, Elementary Education, Intermediate Grades, Secondary Education, *Vocational Development

Identifiers—*Career Survival Skills Kit

The handbook, part of the "Career Survival Skills Kit" (described in CE 001 445), explains that the kit is designed to help upper elementary and junior and senior high school students understand and use resources for life and career planning. Basic to the kit's approach to career development are behavioral objectives. They provide a framework for pursuing avenues of treatment which will enable the teacher to decide what is important for the student to learn, measure what the student is able to do, select appropriate and interesting learning activities, and choose more effective test items. The handbook explains the development of behavioral objectives by enumerating the elements necessary in clearly stating the objectives, clarifying the distinctions between learning domains, and discussing the differences between cognitive, psychomotor, and affective learning levels. A discussion on using behavioral objectives for evaluation is included relating to student performance, performance criteria, planning, and team teaching. Examples on how to use behavioral objectives effectively and affectively are also provided. (AG)

ED 092 718 CE 001 447

Loughary, John W. Ripley, Theresa

Career Survival Skills: Focus on Affective Career Education. Teacher's Manual.

Pub Date 74

Note—152p.; For related documents, see CE 001 445-6, CE 001 448-9, ED 064 478 and ED 064 517

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$45.00 for kit)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Education, Career Opportunities, Career Planning, Careers, Decision Making, Elementary School Students, High School Students, Junior High School Students, *Self Concept, *Student Development, *Teaching Guides, Teaching Procedures, *Vocational Development

Identifiers—*Career Survival Skills Kit

Part of the "Career Survival Skills Kit" (described in CE 001 445), the teacher's manual is geared to helping students develop a sense of self-awareness and learn a variety of career development concepts. It includes an introduction with preparation aids and thirty-nine exercises complete with behavioral objectives. The self-contained exercises are aimed at one or both of two conceptual levels: Level 1, grades 5-8; Level 2, grades 9-12. Each exercise includes a statement of its purpose, a one-to-four-page briefing which indicates level and provides the necessary background information, step-by-step procedural instructions for conducting the exercise activities, a list of needed resources, and an indication of the number of sessions required. Exercises are directed to concepts of values and careers, external factors and careers, career opportunities, career payoffs and life style, decision making and planning, and career survival skills. The manual includes a glossary (which defines terms in the context in which they appear in the text) and an exercise profile (listing the purpose, behavioral objectives, and resources in chart form for each exercise). (Author/AG)

ED 092 719 CE 001 448

Loughary, John W. Ripley, Theresa

Career Survival Skills: Focus on Affective Career Education. Data Sheets to Accompany Teacher's Manual.

Pub Date 74

Note—100p.; For related documents, see ED 064 478 and ED 064 517, and CE 001 445-7, 449

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$45.00 for kit)

Document Not Available from EDRS.

Descriptors—*Career Education, *Data Sheets, Instructional Materials, *Vocational Development, *Worksheets

Identifiers—*Career Survival Skills Kit

The document, part of the "Career Survival Skills Kit" (described in CE 001 445), contains 55 master data sheets to be used in conjunction with the teacher's manual (CE 001 447). Specific instructions as to the use of the sheets are found in the "Procedures" section of the teacher's manual. It is possible to make at least fifty copies of each master. The document also contains the five transparencies included in the kit. Access to particular master sheets or transparencies is possible through the table of contents on the document's final page. (AG)

ED 092 720

CE 001 449

Moore, Allen B.

Career Survival Skills: Focus on Affective Career Education. Career Education Index.

Pub Date 74

Note—61p.; For related documents, see ED 064 478 and ED 064 517, CE 001 445-8

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, *Career Education, Clearinghouses, Curriculum Development, Educational Planning, Educational Resources, *Indexes (Locators), Microfiche, *Resource Guides, Resource Materials

Identifiers—*Career Survival Skills Kit

The index, part of the Career Survival Skills Kit (described in CE 001 445), cites materials to aid implementation of career education concepts both in and out of the classroom. The curriculum section lists 32 items. Twenty-seven items are listed in the section on planning. Thirteen bibliographies constitute the third section. For each item in the three sections, the title is listed and, where appropriate, the availability of the material, its author/publisher, sponsor/funding, date, and grade level. The material is described in a brief annotation. The "Directories" section lists and describes the ERIC clearinghouses and provides an alphabetical-by-State list of sources of ERIC microfiche collections. (AG)

ED 092 721

CE 001 450

Kimbrell, Grady Vineyard, Ben S.

Strategies for Implementing Work Experience Programs.

Pub Date 72

Note—319p.

Available from—McKnight Publishing Company, 301 Prospect Road, Bloomington, Ill. 61701 (List, \$26.60; School, \$19.95)

Document Not Available from EDRS.

Descriptors—*Career Choice, *Career Education, Career Opportunities, Educational Finance, Educational Programs, Educational Strategies, *High School Students, Occupational Guidance, Program Administration, *Program Development, Program Planning, *School Community Programs, School Community Relationship, Vocational Development, Vocational Education, Work Experience, *Work Experience Programs

High school youth today typically spend all of their time within their own subculture. They identify with teenage youth more readily than with parents, teachers, or other adult influences. All too often, their careers are decided by chance or fate. Work experience educational programs allow the high school individual to make his own career choice. He can evaluate his potential and analyze career opportunities to fit his self-fulfillment needs and career goals. To make this available to the student, work experience programs enable the student to enter the world of work and actually experience different occupations, using the community as his laboratory. The purpose of this manual is to describe the "how, what, and why" of implementing such a program. Included in its content are: what, where, and why work experience education; preplanning for a new program; developing program policy; public relations; related instruction; career development; evaluation, follow-up, and reporting; funding work experience programs; legal responsibilities; Management; Elements of outstanding programs; and a bibliography. (DS)

ED 092 722

CE 001 451

Borgen, Joseph A. Davis, Dwight E.

Planning, Implementing, and Evaluating Career Preparation Programs.

Pub Date 74

Note—472p.

Available from—McKnight Publishing Co., 301 Prospect Road, Bloomington, Illinois 61701 (list, \$38.00; schools, \$28.30)

Document Not Available from EDRS.

Descriptors—Administrator Guides, *Career Education, Learning Activities, *Management by Objectives, Performance Criteria, Performance Specifications, Program Administration, Program Design, *Program Development, *Program Evaluation, Program Improvement, *Program Planning

The book, in a three-ring binder format, is the final product of the Illinois Occupational Curriculum Project and was designed and field tested to assist local leaders with the various activities vital to the effective planning, implementation, and evaluation of career preparation programs utilizing a management by objectives approach. The first section of the manual regarding program management strategies gives information necessary to make use of the entire manual and makes reference to the companion sections regarding the four major components in program planning and evaluation: identification, development, implementation, and evaluation. Twenty-nine key questions form the framework for these four sections, each requiring management action. Each question has a set of activities through which the user obtains answers specifically related to his specific needs. Step-by-step procedures are included for such activities as: conducting a manpower supply and demand survey, writing student performance objectives based on identifiable competencies, utilizing an occupational advisory committee, recruiting students, and conducting a student follow-up survey. Sample forms, letters, reports, and similar materials are included with each activity. (SC)

ED 092 723

CE 001 452

Griffith, William S. Kent, William P.

Longitudinal Evaluation of the Adult Basic Education Program.

Pub Date 18 Apr 74

Note—14p.; Paper presented at the Adult Education Research Conference (Chicago, Illinois, April 18, 1974); For related document, see ED 085 418

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Achievement Gains, *Adult Basic Education, Adult Students, Compensatory Education Programs, *Educational Benefits, Educational Improvement, *Educationally Disadvantaged, Employment Patterns, *Longitudinal Studies, Program Effectiveness, *Program Evaluation, State Programs, Student Evaluation Identifiers—*Adult Education Act of 1966

To assess efforts in Adult Basic Education (ABE) on a nationwide basis, a longitudinal evaluation was conducted in 1971 of State programs funded under the Adult Education Act of 1966. Data were gathered across a variety of ABE programs and a representative sample of 2,318 program participants was studied over an 18-month period through a series of basic skills tests (arithmetic and reading) and participant interviews covering background, educational goals, employment experiences, earnings, and opinions related to ABE experiences. Information also was collected on program and classroom characteristics through interviews with local ABE administrators and instructors. Gains in test scores showed no statistically significant relationships to program participation between tests. Some findings noted over the 18-month period were an increase in the percentage of participants working, wage increases, a decrease in public assistance, and a decrease in the percentage of students with college aspirations. Interviewees had very positive opinions about their ABE experiences; a majority felt their experience had helped them in their jobs. A limitation of the study was the absence of a control group. Further research needs to be directed toward experimental research rather than survey research. (EA)

ED 092 724

CE 001 453

Jelden, D. L., Ed.

Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education. Dissertation Abstracts.

American Council on Industrial Arts Teacher Education, Washington, D.C.; National Association of Industrial and Technical Teacher Educators, Columbia, Mo.

Pub Date 1 Apr 74

Note—327p.

EDRS Price MF-\$0.75 HC-\$16.20 PLUS

POSTAGE

Descriptors—*Abstracts, *Doctoral Theses, *Educational Research, Indexes (Locators), Industrial Education, Reference Materials, *Technical Education, *Trade and Industrial Education

The 250 new and/or updated abstracts of dissertations in this latest supplement are listed alphabetically by author and date and by author under single, double, and triple descriptors and are presented in a loose leaf format. This document and the previous supplements (ED 037 583, ED 049 391, ED 062 560, and ED 076 846) are designed to provide teachers, students, and administrators in industrial arts, trade and industrial education, and technical education with a single source of information regarding doctoral research completed from 1930 to the present. (SA)

ED 092 725

CE 001 454

Consumer and Homemaking Education Symposium.

De Anza Coll., Cupertino, Calif.

Pub Date 1 Mar 74

Note—25p.; Papers presented at Consumer and Homemaking Education Symposium (Los Angeles, California, March 1, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Auto Mechanics, Career Planning, Clothing Instruction, *Consumer Education, Counselor Role, Course Content, *Course Descriptions, *Homemaking Education, Money Management, Nutrition Instruction, Parent Education, Symposia, *Teacher Role

Six contributions from the Consumer and Homemaking Education Symposium (March 1, 1974) are included. Elaine Shudick discussed the role of the consumer education teacher, particularly in relation to a management of personal and family finance course, illustrated by a course outline including course description, prerequisites, text and references, attendance, assignments, evaluation, and an outline by week of topics and text readings. A course in consumer nutrition was described by Dorothy Terrill, including an outline by week of topics, assignments, and additional references. Leslie Schwoob introduced an automotive technology course, including a course outline indicating catalog description, expected outcome, text and references, student materials, college facilities, evaluation methods, and a 12-topic expanded course outline. A beginning clothing course was briefly described by Theodora Corey. Virginia Lockhart's topic, "Consumers of Education and Thus of Careers," included a discussion of personality as an element of career decision making and the role of the counselor. An outline of a career development course is illustrated, with course content, expected outcome, textbooks, and facilities indicated. A developmental parent education course was described by Johnnie McGuire, including prerequisites, expected outcome, text, and a two-page narrative description of course content. (SC)

ED 092 726

CE 001 455

Northcutt, Sherwin Dean And Others

Influence of Selected Personal Characteristics and County Situational Factors on Time Allocated to Dairy Subjects by Extension Agents in Selected Tennessee Counties.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No.—Extension Study-49-SC-852

Pub Date Jan 74

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adult Farmer Education, Agricultural Research Projects, *Dairymen, Educational Background, *Extension Agents, *Extension Education, Information Seeking, *Predictor Variables, *Research Projects

Identifiers—Tennessee

The study deals with various predictors of time spent on dairy subjects by Extension agents and predictors of contacts made by agents with dairy clientele. Purposes were to determine the relationships, if any, between various independent variables and groups of independent variables (agents' background and training, county dairy situation, agents' knowledge of dairying, and interest and attitudes of agents toward dairying) and two major dependent variables (amount of time spent by agents on various groups of dairy subjects and the number of contacts made by agents with dairy clientele). A description of methods used and a three-page summary of findings are presented, with six conclusions based on the findings. It was concluded that the overall best predictor of time an agent would spend and number of contacts he would make with dairymen is the number of Grade A dairymen in the county. (Tables of relationships among variables are appended.) (Author/AJ)

ED 092 727 CE 001 456

Horton, Mary Louise And Others

Increase in Knowledge of Homemakers Participating in Extension's Expanded Food and Nutrition Program in Selected Tennessee Counties, 1973.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No.—Extension Study-47-SC-849

Pub Date Aug 73

Note—22p.; Appendix is missing

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adult Characteristics, Disadvantaged Groups, *Extension Education, Family Influence, Foods Instruction, Homemaking Education, *Housewives, Individual Characteristics, *Knowledge Level, Nutrition, *Nutrition Instruction, *Participant Characteristics, Psychological Characteristics, Recall (Psychological), Retention, Social Characteristics, Socioeconomic Influences

Information has been lacking as to what characterizes families who show low nutritional knowledge regarding proper foods for their diets, and what characterizes those families who tend to increase in knowledge the most as a result of the Expanded Food and Nutrition Extension Program. This study provides such information. Its purpose was to determine the influence of selected personal and family characteristics of homemakers enrolled in the program on change in their knowledge of the four food groups. The population included homemakers enrolled at least six months in the program, from 10 original program counties; a total of 397 families were included in the study. Data were obtained from family record forms secured from the Extension offices. A five-page summary of the findings is presented, and a three-page table summarizes significant relations between homemakers' knowledge of foods in each group and each independent variable. (AJ)

ED 092 728 CE 001 457

Arnett, Melvin H. And Others

Influence of Selected Factors on Numbers of Office Visits and Telephone Calls Made to the Wilson County Extension Office, Lebanon, Tennessee.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No.—Extension Study 48-SC-851

Pub Date Jan 74

Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Adult Characteristics, Adult Farmer Education, Extension Agents, *Extension Education, Family Influence, *Farmers, Farm Visits, *Information Seeking, *Participant Characteristics, Participant Involvement, Psychological Characteristics, Social Characteristics, *Use Studies

Identifiers—Tennessee

The study, undertaken to help a county Extension program meet more efficiently the needs of its clientele, identifies selected personal, family, and farm characteristics of 203 adult males who made office visits and telephone calls to the Extension office during a 3-year period, seeking information on production or marketing of farm products and/or the conservation and use of natural resources or resource development. The findings, presented in full, indicate that adults who frequently sought agricultural information

through visiting and/or calling the Extension office were also highly involved in other phases of the Extension program and in other farm related agencies and organizations, and seemed to have characteristics related to innovativeness in the adoption of new farm technology. To reach a larger clientele, the researchers recommend: (1) informing those who frequently contact the Extension office of the latest and best farm technology and of the needs, problems, and opportunities of all farm people, for diffusion of this information to other farmers; (2) increasing use of communications media; and (3) initiating personal contacts through farm visits. (Statistical data is appended.) (AJ)

ED 092 729 CE 001 458

Frantz, Nevin R., Jr., Ed.

Individualized Instructional Systems for Vocational and Technical Education: A Collection of Readings.

Pub Date 74

Note—212p.; For a related document, see CE 001 459

Available from—Vocational Instructional Systems, Box 54221, Athens, Georgia 30604 (\$7.50)

Document Not Available from EDRS.

Descriptors—Curriculum Design, Evaluation, *Individualized Curriculum, *Individualized Instruction, Individualized Programs, *Instructional Systems, Learning Activities, Learning Laboratories, Multimedia Instruction, Program Development, Student Centered Curriculum, Teaching Methods, *Technical Education, *Vocational Education

This collection of readings was prepared for vocational and technical educators who are interested in individualized instruction. The material provides an overview of individualized instruction in vocational and technical education as well as its development, implementation, practice and evaluation. The book is divided into four parts.

Part 1 presents several articles about the individual student and procedures for developing an individualized instructional system. In Part 2, the articles deal with implementing individualized instruction. The material in Part 3 describes operational individualized instructional projects and practices in various service areas of vocational education. Part 4 covers the evaluation of an individualized instructional system. A list of references is found at the end of each part for additional reading. The articles should assist the reader in analyzing and comparing various points of view and practice of individualized instruction and hopefully develop some basic concepts about individualized instruction in vocational and technical education. (Author/DS)

ED 092 730 CE 001 459

Frantz, Nevin R., Jr., Ed.

Individualized Instructional Systems for Vocational and Technical Education: A Series of Instructional Modules.

Pub Date 74

Note—143p.

Available from—Vocational Instructional Systems, Box 54221, Athens, Georgia 30604 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Individualized Instruction, Individualized Programs, *Instructional Design, *Instructional Systems, Program Administration, Program Design, Program Development, Program Evaluation, Student Role, Systems Development, Teacher Role, *Technical Education, *Vocational Education

Identifiers—*Instructional Modules

This instructional module was prepared to: (1) acquaint the reader with the terminology and (2) introduce the reader to the procedures of the individualized instructional system found in this volume. The four modules are divided into sections designated: objective, readings, activity, and feedback. Precheck and post-check keys are included. The intended audience is graduate students, supervisors, administrators, and instructors who are interested in the development, operation, and evaluation of an individualized instructional system for vocational and technical education. The document was designed to accompany "Individualized Instructional Systems for Vocational and Technical Education: A Collection of Readings" (CE 001 458). (Author/DS)

ED 092 731 95 CE 001 460

Lyons, Doris S., Ed.

SPAN: An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0115

Pub Date Aug 73

Contract—OEC-0-70-5181

Note—142p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Career Education, Job Placement, Occupational Clusters, *Occupational Guidance, Pilot Projects, Program Content, *Program Descriptions, *Program Evaluation, Relevance (Education), Self Actualization, Self Esteem, Systems Approach, Tables (Data), Teacher Developed Materials, *Vocational Education

Identifiers—SPAN, Start Planning Ahead Now, Systems Program Approaching Nonunemployment

The SPAN Project was developed as an exemplary career education project to serve grades K through 12. The program consisted of three components: one at the elementary grades, one for middle or junior high grades, and a component to service the senior high school students. The original title, "An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students," was discontinued. The acronym SPAN remained and the project to "span" the gap between school and work eventually became SPAN: Start Planning Ahead Now. For elementary and secondary education, the program includes a structuring of basic subjects, grades 1-12, around the theme of career opportunities and requirements in the world of work. In elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved for employment. Junior high school students explore career clusters through hands-on experience, while senior high school students pursue their selected occupational areas. Reference to this project should be noted through the final report of SPAN (ED087855). (DS)

ED 092 732 CE 001 461

Devising Strategies for the Effective Education of Adults in the Developing Countries. Proceedings of the World Confederation of Organizations of the Teaching Profession Seminar on Adult Education (8th, Nairobi, Kenya, August 6, 1973).

Pub Date 6 Aug 73

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Adult Education, Adult Education Programs, Adult Educators, *Comparative Education, Conference Reports, *Developing Nations, *Educational Needs, Educational Objectives, Educational Planning, *Educational Strategies, Foreign Countries, Illiterate Adults

Identifiers—Ghana, Kenya, Nigeria

Proceedings presented are from a specialized seminar on adult education held in conjunction with the 22nd Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTF). Statements from three countries are presented relating the seminar theme, "Devising Strategies for the Effective Education of Adults in the Developing Countries," to their countries: from Kenya, Ambrose A. Adongo; from Ghana, T. A. Bediako; and from Nigeria, J. C. S. Kong-Doomahbey. A brief statement by Wade Wilson on the implications for adult education of the theme of the WCOTF, "Education for Peace," is presented, as are the report of the secretary of the Committee on Adult Education (Robert A. Luke) and the program of the meeting. (SC)

ED 092 733 CE 001 462

Blum, Robert E.

Overview of Career Education.

Pub Date 8 Apr 74

Note—32p.; A presentation to the Forum of the Council of Organizations Serving the Deaf, April 8, 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Career Education, Career Planning, *Concept Formation, *Educational Objectives, *Individual Development, Occupational Choice, *Occupational Clusters, Self Concept, Skill Development, Vocational Development

Identifiers—*Career Education Elements

The debate to define career education began and the nature of the concept slowly began to emerge after career education was brought to center stage by Dr. Sidney P. Marland in 1971. Career education is moving toward a focus on the working role that individuals play and is concerned with helping each individual identify, enter, and progress in a field of work that will provide maximum benefits to him, to his family, and to society. Of the several early efforts to produce a comprehensive set of goals and objectives for career education, common elements were: developing self-understanding, developing career or occupational understanding, developing general skills, establishing career plans, and pursuing career plans. The elements must be related to various growth stages of individuals in education programs. Several systems for grouping occupations have been developed to make individuals aware of the many occupations available; the occupational clustering system used by the U. S. Office of Education is the most common. To be successful in achieving its place in education, career education must have focus and direction. (Author/AG)

ED 092 734 95 CE 001 464
Adult Basic Education National Teacher Training Study. Part IV: Final Report and Recommendations.

Missouri Univ., Kansas City. Div. for Continuing Education; Missouri Univ., Kansas City. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 73
Grant—OEG-0-71-4556(323)

Note—38p; For the first three parts of this study see ED 065 787, ED 068 771 and ED 075 702; Revised November, 1973

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education, Adult Education Programs, Educational Needs, Literature Reviews, *Teacher Education

The final report of the Adult Basic Education (ABE) National Teacher Training Study opens with a comment on how little is known about ABE teacher training. Therefore this report is concerned with only the broad areas of need in the field. Four reports have been prepared and issued as a result of this project and are all summarized here. The literature review, the state of the art review, and the survey of educational needs are already available in RIE. The final report section presents some of the underlying thinking from which stem the four detailed recommendations offered and discussed. (BP)

ED 092 735 CE 001 465
Tillis, Samuel E. Donaghay, Herbert C.

Physical Science Experiments for Scientific Glassblowing Technicians.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.; Salem Community Coll., Penns Grove, N.J.

Pub Date Sep 73
Note—78p.

Available from—N. J. Voc-Tech Curriculum Laboratory, Rutgers Univ., Bldg. 4103-Kilmer Campus, New Brunswick, N. J. 08903 (\$2.00 plus postage)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Glass, Laboratory Equipment, *Laboratory Experiments, Physical Sciences, *Science Experiments, Science Laboratories, *Technical Education, Training

Identifiers—*Glass Blowing

The twenty experiments in this text have been designed to give the scientific glassblowing technician the opportunity to use scientific glass apparatus in the study of physical science. Primary emphasis of these experiments is on the practical application of the physical science program as a working tool for the scientific glassblowing technician. The experiments are: precision mea-

surement, elasticity and tensile strength, Archimedes principle, specific gravity and density of solids and liquids, Boyle's Law of Gases, study of the thermocouple, linear expansion with temperature, heating value of fuel, specific heat of solids, latent heat and change of state, velocity of sound by resonance methods, photometry and illumination. Also: study of spherical mirrors, index of refraction, image formation by a thin lens, polarization of light, internal strain in glass, glass tube bending and breaking points, glass annealing, and glass strength testing. The purpose of each experiment is stated, apparatus listed, and an information section provided. The procedure is described, followed by questions for analysis and interpretation. (Author/BS)

ED 092 736 CE 001 466
Saunders, Charles B., Jr.

Remarks at the Annual Meeting of the National Schools Committee for Economic Education, Inc.

Pub Date 23 Feb 74

Note—9p; Remarks presented at Annual Meeting for Economic Education, Inc. (Absecon, N. J., February 23, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Career Choice, *Career Education, Career Ladders, Dropouts, Educational Change, *Educational Equality, *Educational Improvement, Educational Legislation, Educational Objectives, *Educational Trends, Job Satisfaction, Physical Education, *Sex Discrimination, Speeches, Vocational Schools, Working Women

Identifiers—*Education Amendments 1972 Title IX

The following remarks were made by the U. S. Acting Assistant Secretary for Education: America has made progress in education and social justice but many problems (high school dropouts, jobs not commensurate with employee skills and abilities, and unsatisfying work) are far from solved. Current programs and Federal career education initiative have the potential to alleviate many of these problems. Three broad goals identified for career education activities are the improvement of the quality of career choice, the individual's opportunity for career entry, and the individual's opportunity for career advancement. Title NINE of the Education Amendments of 1972, pertaining to the elimination of sex discrimination will result in many changes and will open educational opportunities to women now. All courses of study and classes must be open to all students, vocational schools will become coeducational, and the content of some courses will need adaptation to eliminate traditional sex biases. Moreover, significant changes will occur in physical education to provide money and facilities for equitable boys' and girls' athletic programs. Another major change required will involve the reexamination of the employment situation of women in our educational system (number of women in administration, lower salaries of women, and promotional practices). (EA)

ED 092 737 CE 001 467
Ottina, John R.

Career Education Track Record to Date.

Pub Date 25 Feb 74

Note—9p; Part of a panel discussion at the Annual Convention of the American Association of School Administrators (Atlantic City, New Jersey, February 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Development, Federal Aid, *Federal Programs, Occupational Clusters, *Program Development, Program Planning, Speeches, *Vocational Education

Current Office of Education career education program initiatives and ideas in the planning stages are directed to strengthening of leadership, vocational education research grants and exemplary projects, curriculum development and dissemination, and Federal support. Research grant emphasis has been on 12-18 month full-scale career education demonstration projects and the support of a new thrust in vocational education research, applied studies. Commitment of vocational education exemplary projects has been and will continue to be directed toward career preparation-type activities for students in grades kindergarten through post high school, K-14.

Three career education curriculum units have been approved for State education agency distribution (Lincoln County, West Virginia and Cobb County, Georgia-K-6; University of California at Los Angeles-allied health careers), and curriculum development has progressed well in 15 career clusters, with grants for three additional clusters this year. For the first time, the Occupational Outlook Handbook, Bureau of Labor Statistics, will be oriented to career education with jobs presented in occupational clusters. In terms of budget planning and proposals, career education continues to be viewed as a concept and essential component of the educational process, rather than as a line program or fad. (EA)

ED 092 738 CE 001 468

Survey of the Target Audience for the Adult Learning Program Service (ALPS), with a Review of Pertinent Research Studies. A Report to the Corporation for Public Broadcasting.

Center for Urban Education, New York, N.Y.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date Jan 72

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Aspiration, *Adult Education Programs, *Audiences, *Educationally Disadvantaged, Educational Research, Mass Instruction, *National Surveys, Occupational Aspiration, Programming (Broadcast), Question Answer Interviews, Questionnaires, *Televized Instruction, Television Research, Television Surveys, Television Viewing

Identifiers—*Adult Learning Program Service

To provide information on the target audience for the Adult Learning Program Service (ALPS), a television series being developed by the Corporation for Public Broadcasting, interviews were conducted with a small national sample of potential viewers. The main focus of the study was an examination of the social-psychological aspects of a decision making process in a carefully selected sample audience. Respondents were restricted to those who had eleven years or less of formal education, had access to a television set, and had achieved a sixth grade reading level. They included whites, blacks, Mexican-Americans, Puerto Ricans, and Indians from all areas of the U. S., both rural and urban dwellers. Fifty-eight respondents returned usable questionnaires that formed the basis of the analysis. It was concluded that the respondents would watch adult educational television programs and desire to implement their aspirations. A significant proportion were well informed about education and training sources and are enrolled, or plan to enroll, in educational programs. (A supplement containing a review of research studies related to adult education, a copy of the interview instrument, and a section on media use by the survey sample are included.) (Author/AG)

ED 092 739 CE 001 469
Benson, Richard C.

The Marine Technician—Past, Present and Future. Miami Univ., Coral Gables, Fla. Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—COM-74-10153; NOAA-73112313

Pub Date Jan 73

Note—23p; Paper presented at the Marine Technology Society meeting (Washington, D. C., 1971)

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-74-10153, MF \$1.45, HC \$2.75)

Document Not Available from EDRS.

Descriptors—*Job Training, Marine Biology, *Marine Technicians, Ocean Engineering, Oceanology, *Subprofessionals, *Technical Education, Technical Occupations

Identifiers—Marine Occupations

The general origin and role of the technician is discussed. The concept of the Marine Technician evolves from considerations of past practices, community needs, and actions taken to meet these needs. The role of the supporting community is discussed and significant factors for a successful program outlined. Photos are presented to emphasize the need for hands-on training. (NTIS)

ED 092 740 CE 001 470

Person, L. L.

Coastal Fishermen of Louisiana: Their Characteristics, Attitudes, Practices and Responsiveness to Change.

Louisiana State Univ., Baton Rouge. Center for Wetland Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—COM-74-10186; NOAA-73122109

Pub Date Nov 73

Note—63p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-74-10186, MF \$1.45, HC \$3.50)

Document Not Available from EDRS.

Descriptors—Demography, Educational Needs, *Educational Planning, Extension Education, *Individual Characteristics, Participant Characteristics, *Seamen, Surveys

Identifiers—*Fishermen, Louisiana, Marine Occupations

The study was designed as a means of becoming more knowledgeable about potential audiences so that a more effective extension education program could be developed for the Sea Grant program. The major objective was to identify problems and opportunities for an organization with the capability of delivering effective extension education programs to appropriate audiences through the Sea Grant program. Secondary objectives included the following: (1) To characterize these audiences precisely as to: Personal characteristics—age, education, beliefs, values, attitudes, etc.; sources of information utilized in their operations; and leadership and participation patterns that existed among the various groups and localities; (2) To identify felt needs and problems among the potential audiences; and (3) To determine the basic practices utilized in their operations. (NTIS)

ED 092 741 CE 001 471

Fowler, Robert A. Hummel, Theodore W.

Careerism: How to Select a Successful Career.

Pub Date 71

Note—161p.

Available from—WWW/Information Services, Inc., 1595 Elmwood Avenue, Rochester, N. Y. 14620 (\$1.25; quantities, \$0.75)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—*Career Choice, Career Ladders, *Career Opportunities, *Career Planning, Employee Attitudes, Employer Attitudes, Employment Interviews, Interpersonal Relationship, Manpower Needs, Occupational Aspiration, Occupational Choice, Occupational Guidance, *Occupational Information, Personnel Selection, Promotion (Occupational), *Vocational Development

The major reason men and women become dissatisfied is they did not know the right questions to ask when they initially started looking for a career, and consequently received misguided and/or incorrect answers. "Careerism," a new approach to the subject of career opportunities, "put it all together" and "tells it like it is," providing instant experience by posing questions every career seeker must ask and must get a straight answer: What occupations and industries suffered in 1970? Which ones look good for the 70's and '80's? Which ones will phase out? Provide the greatest opportunity for rapid advancement? Pay well? What should you look for in a company, an industry, a boss? Why have some individuals enjoyed success, while others equally qualified, have not? Who can help you in your career, and who can kill it? "Careerism" is based primarily on the true experiences of real live people. Everybody remembers somebody that does well in life; "Careerism" is dedicated to helping you "put it all together" and "to do your best thing." (Author)

ED 092 742 CE 001 472

Hillison, John H. Bird, Sue Ellen

Vocational Teacher Education Evaluation Model Development and Implementation.

Western Kentucky Univ., Bowling Green.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 73

Note—149p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Evaluation Methods, Interaction Process Analysis, *Models, *Program Evaluation, *Teacher Education, *Teacher Evaluation, *Vocational Education Teachers

The purpose of the project was to develop and try out a model for the evaluation of vocational teacher education programs. An advisory council established an evaluation system utilizing four components: (1) existing situation, (2) resources available, (3) process evaluation, and (4) product evaluation. For the process evaluation component contemporary students evaluated classes and faculty for all required courses for secondary education majors and additional data were collected from first-year graduates of the program. Product evaluation utilized mailed questionnaires and visits to some first-year teachers. An appropriate interaction analysis code was developed for the visits. These teachers were also evaluated by their students, peers, and supervisors. Over 30 pages of tables summarize the results. It was concluded that the evaluation model developed was workable. Appendixes include all evaluation forms used, the categories established, a glossary for the interaction analysis code, and a 13-item bibliography. (SA)

ED 092 743 CE 001 473

Lawrence, John E. S., Ed. Dane, J. K., Ed.

State Vocational Education Planning: An Assessment of Issues and Problems.

North Carolina State Univ., Raleigh. Dynamic Analysis and Strategic Planning Program.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Report No.—DASP-1

Pub Date 74

Contract—NE-C-00-3-0069

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Conference Reports, *Educational Planning, *Models, *Planning Meetings, *Program Planning, Statewide Planning, Vocational Directors, *Vocational Education

The Dynamic Analysis and Strategic Planning (DASP) Program Division of the Center for Occupational Education at North Carolina State University is concerned with its need for information about the actual operation of planning systems and the development of a planning and information system for vocational education. To this end a three part conference was held, involving practitioners of planning and planning experts, to generate information on the practice of planning and the problems and needs of planners. The report presents the data from the conferences in the form of a descriptive model, transactional in nature, of the planning process in a State agency for vocational education. Successively more detailed diagrams are used to illustrate the development of the model. The final diagram of the model is used as the organizational format for the report, with a detailed discussion of each segment, including verbatim comments from conference participants. The recommendations arising from the conference are summarized. Appendixes include the conference tasks and objectives, nine in number, the seven elements of planning, and a list of conference participants. (SA)

ED 092 744 CE 001 474

Dickson, Helen K.

Shopper's Flyer for Elementary School Career Education Curriculum Materials.

South Dakota Career Education Project, Watertown.

Pub Date [74]

Note—11p.; For related documents see CE 001 475 and 476

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, *Career Education, Classroom Materials, *Elementary Grades, Elementary School Curriculum, *Instructional Materials, *Resource Guides, Resource Materials

Prepared for persons "shopping" for elementary school level career education materials, the guide has approximately 84 entries, including books, book and pamphlet series, kits, films, filmstrips, records, cassettes, songbooks, picture-story prints, games and toys, and other materials. Entries are listed by grade level where appropriate and under these headings: making things with tools, assistance in lesson design, assistance in oc-

cupational information, selecting media center and classroom reading, purchasing textbooks for all levels, and learning kits and audiovisual aids to teach self-awareness, career awareness, beginning competency, acceptance of self, career awareness in the city and community, appreciation and attitudes, and economic awareness. Title, publishing company, and price are indicated for each entry. (SC)

ED 092 745 CE 001 475

Hart, Jim

A Very Selective Career Education Bibliography: Secondary Curriculum.

South Dakota Career Education Project, Watertown.

Pub Date [74]

Note—14p.; For related documents see CE 001 474 and 476

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Career Education, Educational Games, Filmstrips, *High School Curriculum, Instructional Films, *Instructional Materials, Reference Materials, Secondary Schools

The South Dakota Career Education Project has prepared this abbreviated bibliography to assist in the integration of career education into the established secondary curriculum. Instead of producing a comprehensive bibliography, a very selective listing of materials in the field of career education is presented. The bibliography is divided into five sections: basic literature (5 entries); career education bibliographies (4 entries); printed curriculum materials, including basic references (6 entries); commercially produced curriculum materials (5 entries); and curriculum materials produced by State and local education systems (7 entries); audiovisual software, including basic literature (6 entries), slides (3 entries), and films and filmstrips (17 entries); and simulation and instructional games (6 entries). Each listing includes the publisher's address and, wherever possible, the purchase price of the item. (Author/SC)

ED 092 746 CE 001 476

Herzog, Doug

A Career Education Bibliography for Guidance and Counseling.

South Dakota Career Education Project, Watertown.

Pub Date [74]

Note—10p.; For related documents see CE 001 474 and 475

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, Career Choice, *Career Education, Career Opportunities, *Elementary School Counselors, Job Placement, Occupational Guidance, *Secondary School Counselors, *Vocational Counseling

An annotated guidance bibliography of career education materials for school counselors, the document offers 52 titles in three categories: literature on career guidance, counseling, and placement for the counselor's professional library; guidance material for a student library; and counseling and guidance professional journals. Each listing is annotated, contains the publisher's address and, wherever possible, the purchase price of the item. (Author/AJ)

ED 092 747 CE 001 477

L'Education des Adultes Defavorises (The Education of Disadvantaged Adults).

Quebec Dept. of Education, Quebec.

Pub Date 73

Note—100p.; The document is in French

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Adult Education, Adult Education Programs, *Coordination, Culturally Disadvantaged, *Disadvantaged Groups, Economically Disadvantaged, Educational Coordination, Educationally Disadvantaged, Educational Research, Foreign Countries, *Government Role, Program Evaluation, *Student Characteristics, Student Needs

Identifiers—Quebec

The first section of the report (which is written in French) presents the ten recommendations of the commission which conducted the study to the Minister of Education, and the five principles on which the recommendations are based: (1) the adult's right to education, (2) the necessity of an

integrated system of adult education, (3) the coordination of social, economic, and educative measures, (4) balance between collective and individual needs, and (5) decentralization. The second, longer section, is devoted to a collection of data of two orders: the results of research into diverse questions concerning education of the disadvantaged adult, and information received in conferences with directors of three types of adult education programs. This information was collected so the commission might identify the adult population termed disadvantaged, discover the educational needs of the disadvantaged adult, and evaluate existing measures designed by the educational system to meet those needs. (AJ)

ED 092 748 CE 001 478

Wagner, R. M. K.

The Social Animator + VTR=Communication?? A Communication Theory for Videotape as an Instrument for Community Development.

Saskatchewan Univ., Saskatoon. Extension Div. Report No.—PUB-1

Pub Date Mar 74

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Communication Problems, *Community Development, Data Analysis, Educational Television, *Information Theory, Instructional Media, *Media Research, *Models, Social Action, Television, Video Tape Recordings

Identifiers—*VTR Risk Model

This report is the result of a two year study during which the author attempted to apply one-half-inch videotape (VTR) technology to facilitate communication as a means of promoting development processes within the community. In addition to the social action component, the author collected and analyzed field data to determine effectiveness of VTR as a tool for community development. The report comprises three major sections: Section One describes the VTR Risk Model, a theoretical model developed from the available field data, and operationally defines the various stages of the Risk Model and the factors drawn from the field data and influencing each stage. Section Two illustrates the process and rationale used to identify and develop a series of emergent hypotheses which ultimately led to the development of a comprehensive theory and the subsequent Risk Model. Finally Section Three describes a set of observed phenomena that both reinforce the emergent theory and supplement it with the proposal of a Force theory for VTR as a tool for social animation. Examples of the field data used in the study are presented in Appendix A. Appendices B and C offer a case summary and proposed hypothesis. (Author/MW)

ED 092 749 CE 001 479

Stauffer, John

A Descriptive Study of a National Volunteer Literacy Program.

Pub Date 18 Apr 74

Note—73p.; Paper presented at Adult Education Research Conference (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Adult Dropouts, *Adult Literacy, Cultural Differences, Educational Disadvantage, Literacy Education, *National Programs, *Reading Achievement, Student Characteristics, Tables (Data), Teacher Attitudes, Teacher Characteristics, *Tutorial Programs, Tutoring, Volunteers

Identifiers—National Affiliation for Literacy Advancement

The purpose of this study was to describe tutor and student participants in a national volunteer adult literacy program, the National Affiliation for Literacy Advancement, and obtain a measure of student reading achievement over time. A sample of 1,000 tutors, each representing themselves and one of their students was selected. Information was acquired regarding personal, occupational, educational, and program characteristics of students and tutors. The findings revealed tutors to be a relatively homogeneous group, white, college-educated, female, and between 40 and 60 years old. Students were mostly evenly divided by sex, an average of 36, urban, mostly married, typically elementary grade level, and 62 percent English speaking. The Adult Basic Learning Examination reading test was used to measure reading change. A positive reading grade level change

was demonstrated by 68.5 percent of the students; Mexican-American and orientals showed the highest percentage gains, followed by whites and blacks. Previous educational attainment, number of hours taught, and length of class were other factors related to reading change. None of the selected tutor characteristics were associated meaningfully to student reading grade level change. Future recommendations involved the study of program dropouts, student recruitment, tutorial attitudes and mastery, and testing/data collection procedures for literacy councils. (EA)

ED 092 750 CE 001 480

Ebert, George H.

The Certainty Method: Its Application to the Iowa State University Alumni Continuing Education Seminars.

Pub Date 17 Apr 74

Note—28p.; Paper presented at Adult Education Research Conference (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Adult Education, *Alumni Education, *Followup Studies, Intellectual Development, Intellectual Experience, Participant Characteristics, *Participant Involvement, Participant Satisfaction, Professional Continuing Education, *Public Affairs Education, Questionnaires, Seminars, Womens Education

Identifiers—*Iowa State University

A study of participants over a 3-year period in the alumni seminar series (public and contemporary affairs education) at Iowa State University focused on identifying relevant factors that influenced alumni and spouses to participate, the degree of satisfaction experienced by participants, and how they made use of the information or knowledge gained. Questionnaires sent to 287 participants provided general background information, responses to a seminar participation scale (reasons influencing participation, responses to a list of possible actions resulting from participation, and an identification of educational experiences needed by alumni participants. Results of data from the seminar participation scale produced six distinct factors associated with seminar participation: (1) desire to be intellectually curious, (2) desire to escape from boredom through intellectual pursuits, (3) desire to serve others through intellectual pursuits, (4) desire to enjoy congenial people and the university, (5) desire to broaden a narrow education, and (6) desire to share intellectually with programs might be the area of spouse or couple involvement. The study also revealed strong programs might be the area of spouse or couple involvement. The study also revealed strong attitudes of women participants concerning their desire for intellectual enrichment and involvement. A copy of the 8-page questionnaire is included in the study. (EA)

ED 092 751 CE 001 481

Edwards, Dan W. Johns, Irwin R.

A Sociobehavioral Approach to Enhancing Adaptive Behavior and Reducing Deviant Behavior of Adults in a Learning Group.

Pub Date [73]

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Adult Education, Adult Educators, Adult Students, Attention Control, *Behavior Change, Classroom Environment, Classroom Observation Techniques, Extinction (Psychology), *Social Behavior, Socially Deviant Behavior, *Social Reinforcement, Teacher Influence, *Teaching Techniques

The purpose of this study was to determine the applicability of sociobehavioral principles and techniques for influencing or changing the behavior of adults in a learning group. The behavior on which this study focused was off-task behavior, defined as that behavior inconsistent or incongruent with the lesson plan for that particular day, or with the subject being discussed. Behavioral data were collected through the use of video equipment and an instrument developed by the experimenters. Working hypotheses stated that: (1) the level of off-task behavior, demonstrated before the experimental condition, would decrease when the three variables of social reinforcement, extinction, and a discriminative stimulus were applied as the experimental condition; and (2) the level of off-task behavior would return to its pre-experimental level when system-

atic social reinforcement was removed. The findings corroborated these hypotheses. It was concluded that systematic social reinforcement was a necessary condition for bringing about behavioral change, but the data did not permit speculation on whether social reinforcement alone would have effected the observed results. (Author)

ED 092 752 CE 001 482

Daugherty, Ronald D. And Others

Highway Traffic Safety Manpower Functions Guide.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Pub Date Feb 74

Note—100p.; For related document, see CE 001 483

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Accident Prevention, *Administrators Guides, *Job Training, *Manpower Development, Manpower Utilization, Program Guides, Safety, *Safety Education, Traffic Accidents, Traffic Control, *Traffic Safety, Vehicular Traffic

Identifiers—*Highway Safety

The purpose of the project, "Revision and Update of Traffic Safety Manpower Training Program Development Guide," was to develop the HIGHWAY TRAFFIC SAFETY MANPOWER FUNCTIONS GUIDE. This document provides an organizational schema illustrating the functions essential to be performed and the interrelationship of these functions to carry out highway traffic safety programs. The purpose of this publication is to assist administrators, managers, and educators through a new approach for describing and classifying manpower functions being performed to enhance highway traffic safety programs. The classification is based upon eleven functional areas consisting of a cluster of 45 functions aimed at achieving a common goal in highway traffic safety. Each function consists of a group of specific actions performed by one or more individuals to achieve five highway safety objectives. Descriptions were derived from selected case studies for each function with support information from the literature and NHTSA program specialists. A bibliography classified by functional areas is reported. (Author)

ED 092 753 CE 001 483

Hayes, Anne C. And Others

Revisions and Update of Traffic Safety Manpower Training Program Development Guide, Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Pub Date Jan 74

Note—90p.; For related document, see CE 001 482

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Accident Prevention, *Administrators Guides, Bibliographies, *Job Training, *Manpower Development, Manpower Utilization, Program Development, Program Guides, Questionnaires, Safety, *Safety Education, Surveys, Traffic Accidents, Traffic Control, *Traffic Safety, Vehicular Traffic

Identifiers—*Highway Safety

The Center for Vocational and Technical Education conducted a project entitled "Revision and Update of Traffic Safety Manpower Training Program Development Guide." The purpose of the project was to develop a guide entitled HIGHWAY TRAFFIC SAFETY MANPOWER FUNCTIONS GUIDE that provided an organizational schema illustrating the functions essential to be performed and the interrelationship of these functions to carry out highway traffic safety programs. A review of literature and a bibliography are reported. The data collection procedure involved conducting on-site interviews with persons performing the identified traffic safety functions. Major conclusions reached regarding the project were: (1) Non-environmental traffic safety program objectives can be achieved through an adequate supply of competent manpower performing the identified functions. (2) Functions

required in one functional area are similar or identical to functions within other areas, thus with minimum training, individuals could perform in several functional areas. (3) There is a variety of traffic safety related functions being performed in numerous agencies and organizations under a variety of job titles. (Author)

ED 092 754 CE 001 485

Young, Robert C. And Others
Linear Programming for Vocational Education Planning. Interim Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-D-Ser-93

Pub Date Dec 73

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Educational Finance, Educational Planning, *Linear Programming, Management Development, *Management Information Systems, Management Systems, *Mathematical Models, Models, Operations Research, Program Planning, Resource Allocation, Systems Analysis, *Vocational Education

The purpose of the paper is to define for potential users of vocational education management information systems a quantitative analysis technique and its utilization to facilitate more effective planning of vocational education programs. Defining linear programming (LP) as a management technique used to solve complex resource allocation problems in business, government, and industry, this paper also discusses the potential of LP for vocational education planning, its relationship to a vocational educational management information system, and the strengths and weaknesses of linear programming for vocational education planning. A preliminary vocational education planning model illustrates the dynamic aspects and variations in the model and offers a representative model output. Finally, strategy is proposed for the development and implementation of the model. A seven page appendix offers a static preliminary State vocational education linear programming planning model. (Author/MW)

ED 092 755 CE 001 486

Ryan, T. Antoinette
Systems Research in Career Education in Corrections.

Pub Date Apr 74

Note—17p.; Paper presented to American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adult Education, Adult Vocational Education, *Career Education, Career Planning, *Correctional Education, *Correctional Rehabilitation, Corrective Institutions, *Instructional Systems, Models, Prisoners, Program Development, *Rehabilitation Programs, Simulation, Systems Approach, Teaching Models, Vocational Development

Adult career education holds a great potential for redirecting and correcting offenders and for continuing development of staff in corrections. A systems approach to adult career education in the corrections setting can make this potential become a reality. This paper describes the implementation of systems research in this area. The process of developing a generalized model for planning and evaluation of career education is presented, and the results of using a generalized model for problem-solving in eleven correctional settings are compared. The outcomes of adult career education are optimized in corrections through the systematic use of analyses, synthesis, simulation, and modeling. When simulation is used to process problems from different corrections settings through a generalized model, the result is a systematic evaluation of alternatives in order to select the best possible plan for meeting needs and achieving objectives which will alleviate the problems and implement the mission of career development for staff and offenders in that setting. (Author/MW)

ED 092 756 CE 001 494

Occupational Outlook Handbook, 1974-75 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1785

Pub Date 74

Note—838p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$6.85)

EDRS Price MF-\$1.35 HC-\$40.20 PLUS

POSTAGE

Descriptors—*Employment Opportunities, *Employment Qualifications, Employment Trends, *Guides, *Occupational Guidance, *Occupational Information, Occupations, Reference Books, Wages, Work Environment

The main purpose of the handbook is to provide occupational information that broadens the knowledge of choices available to young people and helps them make intelligent career plans. It is also a useful resource for persons entering or reentering the work force at different stages of their lives. For hundreds of occupations the handbook answers such questions as: What does a person actually do on the job? What abilities and interests does the job call for? What are the working conditions like? What will be the job opportunities in coming years? This edition of the handbook presents occupational materials in new clustering system designed to organize occupations by related activities. The new Handbook also includes expanded earnings information, additional information on job characteristics as they relate to young people's interests and abilities, and finally an extensively revised guide on how to use the handbook for career guidance. (Author)

ED 092 757 95 CE 001 497

Rosenthal, Doris Agran, Phyllis

Introduction to Allied Health Careers: Student's

Manual.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0627

Pub Date Nov 71

Note—275p.; For teacher's manual, see ED 069

865

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Cooperative Education, Curriculum Design, Demonstration Projects, Grade 10, *Health Occupations, *Health Occupations Education, Health Personnel, Individualized Programs, *Instructional Materials, Integrated Activities, Integrated Curriculum, Learning Activities, *Manuals, Occupational Information, *Pilot Projects, Secondary Grades, Vocational Education, Workbooks

Identifiers—Beginning Competence

The student's manual covers a 1-year introductory program for grade 10 as part of a 3-phase individualized integrated curriculum entitled "The Health Care System," which includes work study and optional cooperative education. The manual is divided into three sections: Module 1, an orientation to the health care system, which provides an overview of its occupations, problems, and practices; Module 2, eight fictitious case histories which introduce students to the functions and responsibilities of health care personnel; and Module 3, three units of preparation for field work at a hospital. Dramatizations, facsimile reproductions of fact sheets and documents, sample questionnaires and records forms, suggestions for relevant and varied student activities, open-ended problem-solving situations, and vigorous illustrations designed to dispel stereotypes all add meaning and realism to lessons. Each unit of work includes objectives and worksheets. For further information on this federally funded pilot project, teaching procedures, resources, and field experiences, see the teacher's manual. (AJ)

ED 092 758 CE 001 498

Saint, Avice

Learning at Work: Human Resources and Organizational Development.

Pub Date 74

Note—333p.

Available from—Nelson Hall Company, 325 West Jackson Boulevard, Chicago, Illinois 60606 (\$10.00)

Document Not Available from EDRS.

Descriptors—Adult Learning, Business, Governmental Structure, Human Resources, Industrial Structure, Industrial Training, Industry, *Job Training, *Learning Processes, Organizational Change, Organizational Climate, *Organizational Development, Success Factors, *Training, Training Techniques

The book describes what must happen within an organization, both to its framework and its operations and to its instructional-learning process, if the organization and its employees are going to learn and adapt to their work tasks and roles. The major finding was that productive results occur primarily when training and learning are integrated with action needed to solve real organizational problems and accomplish work goals. The book discusses the organizational environment and the training-learning process as they interrelate in real life. Important distinctions between training, learning, and the training-learning process are made. Guidelines are provided for in-plant analysis and for comparisons of training practices that permit organizations to formulate improved strategies for learning. A method is offered for discriminating between productive and non-productive routes. The various chapters discuss the executive's role in the learning process, frameworks and patterns for learning, the manager's role, the relationship between work and learning, and related concepts. Five cases are studied. (AG)

ED 092 759 CE 001 500

Fabriele, Peter, Comp. Lasi, Carrie R., Comp.
Health Careers Bibliography for Guidance Counselors. Second Edition.

New Jersey Health Careers Service, Trenton.

Pub Date 70

Note—130p.

Available from—New Jersey Health Careers Service, 375 West State Street, Trenton, New Jersey 08618 (\$2.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Bibliographies, Career Education, Career Planning, Health Education, *Health Occupations, *Health Occupations Education, Medical Services, Occupational Guidance, *Paramedical Occupations, Resource Materials, Secondary School Counselors, *Vocational Counseling

In response to requests for up-to-date and authentic resources covering the increasing and changing occupational opportunities within the health manpower area, the New Jersey Health Careers Service has revised, expanded and updated its 1964 Health Careers Bibliography. This second edition lists only those materials published since 1964. Over 3500 items were examined, of which 1500 were selected. Included with medical and related careers necessary to essential health services, several new careers have been added, so that a wide range of occupations requiring different levels of education, training, intellectual abilities, skills and responsibilities is represented. The items are classified alphabetically according to the health career designations and code numbers of the Dictionary of Occupational Titles (DOT), an effective system for counseling purposes. A letter code refers to type of publication and a number rating helps to determine usefulness. Only those books which would have motivational value for counseling young people were chosen. (MW)

ED 092 760 CE 001 501

Turner, Barry A.
Exploring the Industrial Subculture.

Pub Date 71

Note—202p.

Available from—Seabury Press, 815 2nd Avenue, New York, N. Y. 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—Cultural Factors, Cultural Interrelationships, Cultural Traits, *Employer Employee Relationship, Group Dynamics, Group Norms, Industrial Personnel, Industrial Relations, *Industrial Structure, Industry, *Organizational Climate, Social Behavior, Social Environment, Socialization, *Social Systems, *Sociocultural Patterns, Socioeconomic Influences, Sociolinguistics, Subculture, Work Environment

Identifiers—Industrial Sociology

This book is an attempt to create a theoretical vocabulary for those who believe that the sociology of industrial organizations should concern itself with discovering the ways in which people in industry define their life-position and with examining the collective and organizational consequences of these views which they hold of themselves. Using the device of treating industry as an alien subculture, with its own beliefs and patterns of meaning, the book reviews the nature of meaning in such a subculture, considering both ritual and language as ways of communicating

meaning. From this base it is then possible to consider the place of socialization, of norms, and of social definitions in the industrial subculture. This leads on to an examination of the ideas of "occupational role" and "organizational identity," and of the ways in which the industrial hierarchy is perpetuated. The book makes it clear that a study of industrial meaning systems is central to the further development of industrial sociology, and suggests that such a study would best be tackled by the adoption of a phenomenological approach. (Author)

ED 092 761 CE 001 502
Wilcox, John

Final Evaluation Report: EPDA Elementary Career Education Institutes.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Bureau of In-Service Education. Pub Date 1 Apr 74

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Career Choice, *Career Education, *Career Planning, Careers, Classroom Guidance Programs, Educational Programs, In-service Education, Inservice Programs, *Inservice Teacher Education, Inservice Teaching, *Occupational Guidance, State Programs, *Vocational Counseling, Vocational Development Identifiers—Education Professions Development Act, EPDA, New York State

The need for a "career consciousness throughout the educational system" was defined as necessary if comprehensive programs, early childhood through adulthood, were to evolve within educational institutions in New York State. This report summarizes the activities undertaken by the Cornell Institute for Research and Development in Occupational Education in cooperation with the Bureau of Inservice Education, State Education Department in developing a statewide strategy to implement the Career Education concept. The approach was a strategy of change through a three-year cycle of staff development, focusing on elementary school personnel the first year, middle school personnel the second year, and secondary level personnel the third year. The complete schematic illustrating needs assessment, program planning, implementation, process evaluation, and outcome evaluation is provided in the 42-page appendix. Four memoranda designating goals and behavioral objectives for the program, completing the model, and further implementing the strategy design are also presented. (Author/MW)

ED 092 762 CE 001 503

Davies, Mary F. And Others

Model for Training the Disadvantaged: TAT at Oak Ridge, Tennessee. Manpower Research Monograph No. 29.

Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Pub Date 73

Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Apprenticeships, Cooperative Education, Cooperative Programs, Culturally Disadvantaged, Disadvantaged Youth, Educationally Disadvantaged, Educational Programs, Government Role, Industrial Training, *Job Training, Manpower Utilization, Retraining, Subemployment, Success Factors, *Trade and Industrial Education, Trainees, Training Techniques, Unemployment, Vocational Adjustment, *Vocational Training Centers, *Work Experience Programs, *Work Study Programs Identifiers—TAT, Training and Technology

Many have expressed concern about manpower policy and programs as instruments of social change and with the role of manpower training in easing economic downturns, inflationary pressures, and poverty. This report is offered because seven years of experience in the Training and Technology (TAT) Program located at Oak Ridge, Tennessee, have provided some cogent answers to queries concerning the "best way" to provide effective skill training to the disad-

vantaged. In the TAT Program, a group of mostly young, disadvantaged individuals has been trained by craftsmen on a setting similar to "real-life" working conditions in a factory. The report presents in detail the program accomplishments and suggests that the key to TAT's effectiveness might be the partnership of industry and government in training and placing the unemployed and underemployed. Private and public resources were combined in the three fundamental components of the project: (1) industrial facilities and personnel, (2) program development and administration, and (3) sources of financial support. Movement toward replication of the TAT model is described, and the possibility for its wider application is explored, in the final section. An appendix includes summary findings, course outlines and case histories. (Author/MW)

ED 092 763 CE 001 504

Cruse, Daniel Rubin, Jesse

Determinants of Police Behavior: A Summary. Criminal Justice Monograph.

National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date Jun 73

Note—25p.; A full report detailing activities and methodology is available from the National Technical Information Service, U. S. Department of Commerce, Springfield, Virginia

Available from—Superintendent of Documents U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2700-00215, \$0.55)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavior Change, *Behavior Problems, City Problems, City Wide Programs, *Community Problems, Community Services, *Law Enforcement, Occupational Guidance, Pilot Projects, *Police Action, *Police Community Relationship, Police School Relationship Presented in summary fashion, this pilot research project, conducted under the auspices of the Miami, Florida Police Department, was an outgrowth of the dual problems of deteriorating police-citizen relationships and escalating societal violence during recent years. The lack of empirical data on police behavior led to the project, limited in scope to the study of the effects of stress, fatigue, and individual psychology of the policeman on the outcomes of police-citizen interactions. The analysis focuses on the uniformed police officer's street contact with the citizen. Project goals were to understand factors influencing police behavior, and to modify police functions accordingly. The pilot study was conducted in three stages: (1) available data were reviewed, new tests procedures evaluated, and police behavior on the street observed; (2) twelve police officer volunteers were tested and observed for six months; (3) data were analyzed. The findings of this study are presented with the authors' recommendations for future research and study regarding selection, training, performance evaluation, and communications systems. (MW)

ED 092 764 CE 001 505

Block, Samuel A.

Adult Education for the Deaf of Illinois: A Needs Assessment.

Illinois Association of the Deaf, Jacksonville.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Dec 73

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Adult Basic Education, *Adult Education, Census Figures, Classroom Communication, Community Colleges, *Deaf Education, Deaf Research, *Educational Needs, Educational Programs, *Educational Resources, Full State Funding, Interviews, Job Skills, Questionnaires, *Vocational Education Identifiers—*Illinois

This report was designed mainly to develop information on the need and available resources for providing adult education programs for the hearing-impaired population of Illinois. Information was gathered through questionnaires mailed to persons identified through the records of the National Census of the Deaf, and follow-up interviews on a 200-case sample of respondents to the mail questionnaire. Questionnaires were sent to 4,300 and returned by 1,200 hearing-impaired persons—about 7 percent of the estimated total of

such persons in the State. The survey indicated that about 75 percent of the respondents were interested in resuming educational activities, largely in basic education and upgrading of vocational skills. They also indicated an overwhelming preference for direct supportive communication in the classroom. The community college system in Illinois was rated an ideal one for delivery of adult education services to hearing-impaired persons in meaningfully-structured programs. Site visits to about one-third of these colleges established the acceptance of their directors of that principle. The report therefore included a recommendation for establishment of a State fund to finance special supportive services by community colleges and certain other educational institutions for that purpose. (Author/EA)

ED 092 765 CE 001 506

Foltman, Felician F. Herman, Francine

Report of a Conference on Apprenticeship Training and Suggestions for a Model Apprenticeship System for the 1970's.

Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 1 Jun 73

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Apprenticeships, *Conference Reports, Educational Programs, *Industrial Training, Labor Unions, Manpower Development, Minority Groups, On the Job Training, *Trade and Industrial Education, Trainees, Training Objectives, Vocational Education, Work Experience Programs

Eighteen papers were presented at the conference by practitioners, academic researchers, labor representatives and members of government. Summaries of papers are grouped under the headings: Apprenticeship as a Training Process; Lessons from Followup Studies of Journeymen and Apprentices; Minorities in Apprenticeship; Apprenticeship Training in Reference to Manpower Planning; and Lessons from Foreign Experience and Apprenticeship. Complete texts of three papers are included: "Alternative Approaches to Improving Apprenticeship Effectiveness," by George Strauss; "A Trade Union Perspective on Apprenticeship Research," by Reese Hammond; and "A Computerized Labor Market Information System and Its Place in the Construction Industry," by Edwin A. Markowitz and D. Quinn Mills. It was concluded that apprenticeship is basically healthy, and that the guiding principles for a future oriented model apprenticeship system are: (1) voluntarism, (2) flexibility, (3) a wide range of occupations, and (4) quality and quantity. Specific conclusions and recommendations were categorized: (1) cost and financing, (2) ways and means to improve quality of training, (3) apprenticeship and minorities, and (4) data requirements for developing model training systems. (MW)

ED 092 766 CE 001 507

Brown, Betty Jean

Qualities of an Effective General Business Teacher.

Tennessee Univ., Knoxville. Center for Business and Economic Research.

Pub Date Oct 73

Note—176p.

Available from—Center for Business and Economic Research, College of Business Administration, The University of Tennessee, Knoxville, Tennessee (\$3.50)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Business Education Teachers, Data Analysis, Data Collection, *Educational Research, *Effective Teaching, Individual Characteristics, Measurement Instruments, Performance Criteria, Tables (Data), *Teacher Evaluation, Teacher Rating, Test Validity

This study received the 1973 Delta Pi Epsilon National Research Award for outstanding doctoral research study in business education. The primary purpose of the study was to determine the relationship between student and supervisor evaluations of the teaching effectiveness of general business teachers. Secondary purposes were to identify the qualities of effective general business teachers through a performance specimen checklist and a rating scale, and to describe background factors of teachers judged effective to determine whether there is a com-

monality of experiences or preparation. It was assumed that students are competent evaluators of teacher effectiveness, that the checklist cited observable behaviors, and that the teacher's immediate supervisor could provide a more reliable rating than other supervisors. The study was limited to a sample of 30 general business teachers in East Tennessee and evaluated teaching effectiveness only. Both instruments proved to be valid. There was a significant relationship between student and immediate supervisor evaluations. No relationship between the number of years of teaching experience and effectiveness was found by students, but was by supervisors. Neither group evaluation revealed a significant relationship between years of experience in general business teaching or outside work experience and teaching effectiveness. (AG)

ED 092 767 CE 001 508

Gysbers, Norman C., Ed. Moore, Earl J., Ed.
Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide. A Life Career Development Perspective.
Missouri Univ., Columbia.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Feb 74

Grant—OEG-0-71-4463

Note—167p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Career Education, Career Opportunities, *Career Planning, Counseling Programs, Guidance, Guidance Counseling, Guidance Programs, Guidance Services, *Job Placement, Models, *Occupational Guidance, Program Guides, *Vocational Counseling, Vocational Development

This guide is designed to deal systematically with the problems of career guidance, counseling and placement and suggest solutions. It provides assistance to State and local leaders in guide development and implementation. Chapter 1 defines career guidance, counseling and placement and examines the need for making career guidance, counseling and placement a mainstream and integral part of the total educational process. Chapter 2 describes a model for career guidance, counseling and placement based on a life career development perspective. This model provides a conceptual basis from which to develop a comprehensive, developmental program. Chapter 3 describes how a model can be translated from need statements (concepts) into goals, objectives and activities. Chapter 4 outlines how concepts, goals and objectives can be organized and displayed to represent a comprehensive developmental career guidance, counseling and placement program. Chapter 5 focuses on evaluation-based procedures to be considered when establishing a program. Two appendices, 95 pages, contain examples of concepts, goals, objectives, activities and selected resources. (Author/MW)

ED 092 768 CE 001 509

Collins, Owen

Career Education Program for Hazard Region XII. Final Report.
Kentucky Valley Educational Cooperative, Hazard.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 15 Feb 74

Note—156p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Career Education, Community Attitudes, *Disadvantaged Environment, *Educational Programs, Inservice Teacher Education, Orientation Materials, *Program Descriptions, Program Effectiveness, Program Evaluation, Program Planning, Questionnaires, *Rural Education, Rural Schools, Student Attitudes, Teacher Attitudes, Teacher Workshops

Identifiers—*Kentucky

The first 27 pages of this report summarize the efforts to develop a favorable climate toward career education in the schools of an eight-county area of Kentucky. The area is beset by occupational, housing, educational, and geographical problems. Orientation meetings were held for superintendents and directors, career education coordinators, principals, career education teams,

and the community. Workshops, in-service orientation, and follow-up visits were also employed. As a result of the small group meetings and the step-by-step presentation of career education concepts favorable attitudes were developed which were instrumental in the program's success. Each of the methods employed contributed to the program's effectiveness. It was concluded that: a regional approach to delivery of a career education program is workable, effective, and reaches a large number of people; career education is a workable program in an essentially rural and mountainous area; and school personnel willingly and eagerly accept change in the curriculum when approached in a sound, systematic, and nonthreatening manner. The nine appendices, which constitute the document's remaining pages, include a sample unit, materials presented at orientation and workshop sessions, and evaluations of the program by four different groups. (AG)

ED 092 769 CE 001 510

Koyl, Leon F.

Employing the Older Worker: Matching the Employee to the Job.

National Council on the Aging, Inc., Washington, D.C.

Pub Date 74

Note—344p.

Available from—The National Council on the Aging, Inc., Suite 504, 1828 L Street N.W., Washington, D.C. 20036 (\$9.45)

Document Not Available from EDRS.

Descriptors—Employment Practices, Employment Qualifications, *Industrial Personnel, Industry, *Job Analysis, Job Placement, Manpower Utilization, *Manuals, *Older Adults, Personnel Data, Personnel Evaluation, Physical Characteristics, *Physical Examinations, Physical Fitness, Promotion (Occupational), Psychological Evaluation, Task Analysis

Identifiers—GULHEMP

The manual offers a method of determining fitness for work, especially for the aging. Section 1, a 50-page Basic Manual for General Use, discusses the necessity of following each employee through his work life by a consistent method useful for preemployment, followup, return from illness, and promotion examinations. A seven-category scale, General physique, Upper extremities, Lower extremities, Hearing, Eyesight, Mentality, Personality (GULHEMP), is described for use both to organize and rate the data from a physical exam and to rate and profile the requirements of a specific job. The resulting criteria are helpful in decision making for the referral, placement, job transfer, promotions, and training of the older worker. A Work-Attitudes Scale is provided for cases where potential and performance differ widely. Five specific manuals comprise Section 2: (1) Grading by the GULHEMP Scale: An Explanation for Physicians; (2) Prognosis of Rate of Change in Fitness: For Medical Officers; (3) Assessment and Grading: Mentality and Personality: A Manual for Psychologists; (4) Achieving Minimum Acceptable Profits for Employment: For Personnel Staff and Senior Plant Physicians; (5) The Socioeconomic Study of the Employee: For Personnel Staff and Psychologists. (AJ)

ED 092 770 CE 001 511

Systems Development in Adult Language Learning: A European Unit/Credit System for Modern Language Learning by Adults.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 73

Note—140p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, N.Y. 10012 (\$6.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Adult Education, Adult Education Programs, Adult Students, Behavioral Objectives, Conversational Language Courses, Language Learning Levels, *Language Programs, Language Research, Language Skills, Linguistic Competence, *Modern Languages, Program Content, *Relevance (Education), *Student Needs, Unit Plan

Identifiers—Council of Europe

The study prepares the ground for the introduction of a language learning system for adults. Part I presents a draft outline of such a

system, in which the language material to be learned is organized into units and credits awarded on the completion of each unit. The content is defined with reference to the nature of the learners and their linguistic needs, and organized in a situational, rather than a conventional grammatical, syllabus, so that each learner will be free to follow units relevant to his purposes. Part 2 offers a model for the definition of the language needs of adults and an analytical classification of the categories of adults needing to learn foreign languages. Part 3 contains an analysis of the problems in defining operationally a basic competence level and a proposal for such a definition, presenting in detail behavioral specifications and content specifications. Part 4 exemplifies the situational and linguistic content of the common grammatical core identified by the authors. (AJ)

ED 092 771 CE 001 512

Enhancing Female Participation in the Junior Reserve Officer Training Corps Program. Report to the House of Representatives, Ninety-third Congress, First Session.

Congress of the U.S., Washington, D.C.

Report No.—93-537

Pub Date 2 Oct 73

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Armed Forces, Civil Rights Legislation, Discriminatory Legislation, Equal Education, *Federal Legislation, *Feminism, Government Role, Military Service, *Military Training, Nondiscriminatory Education, Officer Personnel, *Sex Discrimination

The purpose of this bill is to eliminate the present exclusion of females from the minimum number of 100 students necessary to maintain a Junior Reserve Officer Training Corps unit. Current law requires that only male students be counted. This bill would permit females to be counted, a change wholly consistent with military services policy of full and equal opportunity in the Armed Forces. It is viewed as a logical extension of the college Reserve Officer Training Corps program, already accepting the enrollment of women. The committee on Armed Services, on October 2, 1973, a quorum being present, recommended enactment of H.R. 8187 without an amendment. No increased cost will result from enactment of this bill. The Department of the Navy, in behalf of the Department of Defense, strongly recommends enactment of this legislation. (Author/MW)

ED 092 772 CE 001 513

Bowling Green Career Education Manual for Teachers, Counselors and Administrators.

Bowling Green Board of Education, Ky.; Kentucky State Dept. of Education, Frankfort; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 74

Note—109p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Articulation (Program), *Career Education, Curriculum Development, Curriculum Enrichment, Elementary Grades, Instructional Materials, Manuals, *Program Descriptions, Program Development, *Program Guides, Program Planning, Secondary Grades

The substance of this manual centers on the development and implementation of the Bowling Green, Kentucky career education program. Preparing students for life-centered careers, the school system has developed, through a three year process, a program that involves every teacher, guidance counselor and administrator and permeates the fabric of the K through 12 curriculum. The manual discusses the role of the superintendent, supervisor, principal, and librarian and the specific steps taken in implementing the program. The development of community support, inservice training, establishing an organizational center, the utilization of resource persons, and interviewing as a learning tool are dealt with in detail. A uniform format for unit development and planning is presented, and two examples of unit writing offered. The section on elementary education discusses awareness, counselor role, record keeping implementation and interviewing. The junior high section details the guidance program, offers sample surveys, interview forms, outline of the 8th grade orientation

unit and sample career units in mathematics, political science, English and business. The high school section offers a list of occupations related to subject areas, four sample units, a job fact sheet, and a list of goals. An 18 page appendix offers a primary questionnaire, evaluation surveys, sample programs and a bibliography. (MW)

ED 092 773 CE 001 514

Reinhart, Bruce, Ed.

Vocational-Technical Learning Materials: Books and Manuals for Schools and Community Colleges, Second Edition.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 74

Note—307p.

Available from—Bro-Dart, Inc., 1609 Memorial Ave., Williamsport, Pennsylvania 17701 (\$35.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Community Colleges, High Schools, *Instructional Materials, Library Collections, *Periodicals, *Technical Education, *Vocational Education

Forty-one subject areas are represented in the second edition of the Vocational-Technical Library Collection. The listing of 5,167 books and 394 journals includes three categories of materials: instructional, professional, and journals (trade and professional). The selections have direct relevance to vocational-technical education and serve programs which train both the in-school age group and the out-of-school age group. The materials relate to non-professional instructional programs requiring less than a baccalaureate degree to complete. The material is directed to public schools from high school through college and is relevant to other nations as well as the United States. Local, State, and regional materials are included only if they are generally adaptable or of general interest. Most of the publications listed are available from specified sources. For each entry, the following information is provided: author, title, publisher, identification, number, pagination, date, suggested acquisition phase, grade level, price, and annotation. There is a subject index and an author index. (AG)

ED 092 774 CE 001 515

Baum, John Franklin

Evaluation of a NAB-JOBS Training Program for Disadvantaged Workers.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-53-70-08-1; PB-226-792

Pub Date Dec 73

Note—120p.; Ph.D. Dissertation, Wisconsin University, Madison

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-226 792 MF \$1.45, HC \$4.25)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, Employment Programs, Failure Factors, *Females, *Industrial Training, Job Tenure, Job Training, Manpower Utilization, On the Job Training, *Program Effectiveness, Vocational Adjustment, *Work Attitudes, Working Women

Identifiers—Job Opportunities in the Business Sector, *Manpower Research

This study is directed to the question of whether an intervention strategy based on relatively concentrated amounts of basic education and on-the-job training is sufficient to make it possible for a large, non-union, private firm to assimilate disadvantaged females into its regular, blue-collar work force. It is concluded that the National Association of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) strategy is not effective in preparing the disadvantaged workers for permanent employment with this firm. While the NAB-JOBS trainees remain with the firm as long as their counterparts in the comparison groups, only about 25 percent remained employed after the first year on the job. When the measure of effectiveness is the supervisory assessment, the NAB-JOBS trainees are rated significantly lower than the subjects in the comparison groups. Perhaps the most definitive finding that emerges from the research is that both disadvantaged workers and racial minorities exhibit a fundamental commitment to the importance of achievement in the world of work. (NTIS)

ED 092 775 CE 001 516

Battelle, R. Bard And Others

Analysis of Some Potential Manpower Policies for the All-Volunteer Navy. Final Report.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Naval Research, Washington, D.C. Naval Applications and Analysis Div.

Report No.—AD-772-582; SRI-1857

Pub Date Jun 73

Note—385p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-772-582, MF \$1.45, HC \$8.25)

Document Not Available from EDRS.

Descriptors—Armed Forces, Costs, Manpower Development, *Manpower Utilization, *Military Personnel, Military Training, *Personnel Management, *Systems Approach

Identifiers—All Volunteer Armed Forces, Manpower Research

This report describes an analysis of Navy personnel as a subsystem of the Navy, functioning with the overall objective of maintaining Fleet readiness within the constraints of budget and manpower supply limitations. Manpower utilization and management techniques and options were examined and evaluated for their usefulness to an all volunteer Navy during the 1973 to 1982 time period. Particular attention was given to automation and labor-saving techniques for ship-board applications, and to modern instructional technology in formal schooling and on-the-job training. Evaluation of alternatives involved particular consideration of the costs of manpower shortfalls and surpluses; personnel attitudes, training, and quality; and effects on readiness. (NTIS)

ED 092 776 CE 001 518

Kenneke, Larry J. And Others

Planning and Organizing Career Curricula; Articulated Education.

Pub Date 73

Note—632p.

Available from—Howard W. Sams and Company, Inc., 430 West 62nd Street, Indianapolis, Indiana 46268 (\$10.95)

Document Not Available from EDRS.

Descriptors—*Articulation (Program), *Career Education, Career Planning, *Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Educational Planning, Integrated Curriculum, Occupational Guidance, Organizational Development, *Program Administration, Program Planning, Technical Education, Unified Studies Programs, Vocational Counseling, Vocational Education

Stressing articulation from "cradle to grave" for learners in organized educational programs, this book takes cognizance of the breadth of offerings in modern educational systems, the trend toward articulated career education curricula along the educational ladder and from agency to agency, and the fact that not all curricula can be developed according to a single set of assumptions and procedures. The book has four sections which parallel the development process. Section one, Transition to Articulated Programs, sets the stage for modern curriculum building, discussing the need for changes, articulated programs, and the developmental process. Section two, Structuring Experiences, describes in detail four organizational schemes: (1) occupational cluster curricula, (2) technical categories, (3) business system analyses, and (4) the integrated curriculum. Section three, Developing Learning Experiences, deals with the second and third level of detail, i.e., what learners will do and how professionals will facilitate learning. Section four treats three critical aspects of contemporary professional work: assessing, staffing, and managing career programs. Directed to teachers, managers, facilitators, administrators, and others in change agent roles, the book looks at curriculum development as a dynamic process, defining the what, why, and how of relating people and programs. (MW)

ED 092 777 CE 001 519

Public Law 93-203, 93rd Congress, S. 1559. (Comprehensive Employment and Training Act of 1973).

Congress of the U.S., Washington, D.C.

Pub Date 28 Dec 73

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Agricultural Laborers, Economically Disadvantaged, Employment Opportunities, *Employment Programs, Employment Services, *Federal Legislation, *Federal Programs, Federal State Relationship, *Job Training, Migrant Employment, Migrant Worker Projects, Minority Groups, National Programs, Poverty Programs, Unemployment, *Work Experience Programs, Youth Employment, Youth Programs

Identifiers—National Commission for Manpower Policy

It is the purpose of this Act to provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, State, and local programs.

Title 1 establishes a program to provide unemployed and underemployed persons with comprehensive manpower services throughout the nation. Title 2 provides transitional employment in jobs providing needed public services in areas of substantial unemployment and, wherever feasible, related training and manpower services to enable such persons to move into employment or training not supported under this title. Title 3 deals with special Federal responsibilities: (1) special manpower target groups, and (2) research, training, and evaluation. Title 4 establishes a Job Corps for low-income disadvantaged young men and women, setting forth selection standards and procedures, authorizing establishment of program centers, and determining other responsibilities. Title 5 establishes a National Commission for Manpower Policy which will have the responsibility for examining these issues, for suggesting ways and means of dealing with them, and for advising the Secretary on national manpower issues. (MW)

ED 092 778 CE 001 520

Ossio, Nicholas A.

Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1971-June 30, 1972, and Selected Summaries of Fiscal Years 1968-72.

Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Adult Education; National Center for Educational Statistics (DHEW/OE), Washington, D.C. Adult and Vocational Education Surveys Branch.

Report No.—DHEW-OE-74-11413

Pub Date 74

Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.70)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, National Surveys, *Statistical Data, *Student Enrollment, *Tables (Data)

This summary of data on adult basic education has been compiled from annual reports filed with the U.S. Office of Education by each State, the District of Columbia, and participating outlying areas. The report presents statistics on adult basic education enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training. Differing State laws on the collection of data prevented some States from reporting specific items: each table so affected shows the total enrollment, a nonclassified total, and a total of those enrollees whom the States could classify by specific category. (Author/SA)

ED 092 779 95 CE 001 521

Coyle, H. F., Jr. And Others

Project Total-To Teach All: An Inquiry into the Development of a Model for Identifying Unmet Needs in Urban Post Secondary Educational Offerings. Final Report.

Akron Univ., Ohio. Center for Urban Studies. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—E-058

Pub Date Dec 73

Grant—OEG-5-72-0048(509)

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Adult Basic Education, *Adult Education, *Adult Education Programs, Adult Educators, Adult Vocational Education, Data Analysis, *Disadvantaged Groups, Educational Needs, Educational Research, *Socioeconomic Influences, Tables (Data), *Urban Education, Vocational Education

Identifiers—Project TOTAL

Using the Akron (Ohio) Metropolitan Area as the study area, the exploratory research Project TOTAL (TO Teach All) is aimed at developing a generalizable model for analyzing urban adult educational needs, with disadvantaged adults receiving special attention. A primary purpose of the project TOTAL study is the collection of data for use in planning and coordinating post secondary programs serving the needs of the urban disadvantaged. Locating on young people and adults beyond high school, data collected during the 1973 winter-spring session was analyzed using course type (vocational-technical, personal development, and basic education) as the primary independent variable. It was found that the disadvantaged participated less than nondisadvantaged in adult education courses and generally utilized job related programs. An exploratory model consisting of a set of inquiries and recommended data sources in proposed for investigating adult education programs and strengthening post secondary programming. A 51-page appendix offers tables and questionnaires. (MW)

ED 092 780 CE 001 522

Medical Veteran Utilization Manual.
Nathan (Robert R.) Associates, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Dec 73

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Employment Opportunities, *Employment Programs, Employment Qualifications, Health Occupations, *Health Personnel, *Manpower Utilization, Manuals, Medical Services, Personnel Needs, Personnel Selection, Recruitment, *Veterans, Veterans Education

This manual is intended to encourage policy makers, administrators, and personnel officers in hospitals and other health facilities to recruit and hire the thousands of well-trained, experienced men and women who leave the military medical services each year. The document lists the advantages to the medical institution when employing medically trained veterans, characteristics of the medical veteran, processes of veteran utilization planning, methods of recruitment and preparation, assessments of the medical veteran's qualifications, referrals and placements, together with veteran's career development. These aspects of medical veteran employment are supplemented by the description of three medical veteran utilization programs at Johns Hopkins, Altoona (Pennsylvania), and Cook County Hospitals. Military medical checklists, comparison tables of civilian and military allied medical occupations, employment applications, and a 27-item annotated bibliography are included. (KP)

ED 092 781 CE 001 523

Guide for Instructors of Practical Nursing in South Carolina, Phase 2.

Clemson Univ., S.C. Vocational Education Media Center; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date 73

Note—229p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—*Health Occupations Education, Medical Education, *Nursing, *Practical Nursing, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Nursing Education, South Carolina

The South Carolina Department of Education has printed an instruction manual for teacher use in schools of nursing. The guide covers the areas of medical surgical nursing, diagnosis of disease, dealing with the surgical patient, care of the aged, rehabilitation and chronic illness, nursing the cancer patient, gynecological disorders, respiratory disorders, circulatory disorders, endocrine disorders, urinary disorders, nervous system disorders, eye disorders, ear disorders, mental illness, emergency nursing, maternal and

child care, plus a 21-page bibliography of materials. Each section briefly lists a set of objectives for each area, learning activities, resources, and methods of evaluation. (JC)

ED 092 782 CE 001 524

A Project to Train Vocational Education and Special Education Teachers to Work Cooperatively in Occupational Preparation of Handicapped Persons.

Central Michigan Univ., Mount Pleasant.
Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date 74

Note—34p.; For general information and program overview for the teaching guides in this series, see CE 501 286-295 in Current Index to Journals in Education (CIJE)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Instructional Materials, Job Skills, Occupational Clusters, Program Coordination, *Program Guides, Program Planning, Skill Development, *Special Education, Special Programs, Teacher Education, *Vocational Education

Identifiers—Michigan

Part of a series of vocational development units for the handicapped, this document provides an overview of the program, its development, and the purposes of each instructional unit. Each of the 10 different units describes a particular occupational cluster. The vocational or special education teacher is guided through the listing of behavioral task knowledge/skills, instructional methods, instructional materials, and task-related competencies for each occupational cluster. A sample task sheet is included in each of the areas for the teacher as an illustration of the approach used by the teaching guides in this series. (JC)

ED 092 783 CE 001 525

Swan, L. M. De Vries, Jim
An Evaluation of the Great Lakes Apprenticeship Center: Some Insights Into Educational Programming for Disadvantaged Adults. Research Report.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—R-2529

Pub Date Aug 73

Note—16p.

Available from—Agricultural Bulletin Building, 1535 Observatory Drive, Madison, Wisconsin 53706 (\$0.15 plus postage)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Adult Education, *American Indians, Career Ladders, *Disadvantaged Groups, Income, Low Income Groups, *Prevocational Education, Program Effectiveness, *Program Evaluation, Student Evaluation, Tables (Data), Underemployed, Working Hours, Young Adults

Identifiers—Great Lakes Apprenticeship Center (GLAC)

This research was aimed at determining the success of the program approach of a rather unique prevocational training program designed to meet the needs of young adult American Indians from low income backgrounds. The Great Lakes Apprenticeship Center (GLAC) approach utilizes some education principles which have wide support in adult education literature. The criterion used to judge program success were the former students' own evaluations and job improvement after training. The trainee evaluations were generally positive. Also, substantial improvements were made in the trainees' pay levels and hours worked after training. The study reveals that: (1) some important adult education principles facilitate effective programming for the disadvantaged learner and (2) if such principles are properly implemented, it is possible to reduce the gap between the underemployed and those with relatively better employment records. (Author)

ED 092 784 CE 001 526

Hammerich, Cecelia A. And Others
Teaching Teens "Stuff" That Counts. A Guide for Volunteers.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date Oct 73

Note—24p.

Available from—Agricultural Bulletin Building, 1535 Observatory Drive, Madison, Wisconsin 53706 (\$0.25 plus postage)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Body Weight, Dietetics, Drug Education, Group Activities, Hygiene, *Nutrition Instruction, Physical Fitness, Positive Reinforcement, Pregnancy, *Socialization, Student Participation, Teaching Guides, *Teenagers, *Volunteer Training, *Youth Programs

Identifiers—EFNEP, Expanded Food and Nutrition Education Program

The nutrition instruction guide is designed for volunteer leaders in the Expanded Food and Nutrition Education Program (EFNEP), which focuses on youth nutrition education and understanding teenagers. Teaching techniques incorporate the importance of socialization, "discovering" answers, positive reinforcement, and teenager involvement in presenting nutrition education. The topics of weight control, teenage pregnancy, appearance, nutrition and drugs, fad diets, and physical fitness form the subject matter basis for group discussions. Ten group activity suggestions are described along with methods and hints for volunteer leaders to follow. (EA)

ED 092 785 CE 001 532

Smith, Arthur De W. And Others
Generic Skills in the Reasoning and Interpersonal Domains.

Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date 74

Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Basic Skills, Communication Skills, *Curriculum Development, Data Analysis, Data Collection, Evaluation Methods, Intellectual Development, Intelligence, *Interpersonal Competence, Interpersonal Relationship, *Job Skills, Mathematics, Occupational Surveys, Practical Mathematics, Program Development, Sequential Programs, Skill Analysis, *Skill Development, Taxonomy, Vocational Education

Identifiers—*Generic Skills

Generic skills are those overt and covert behaviors which are fundamental to the performance of many tasks and sub tasks carried out in a wide range of occupations and which are basic to job specific skills. Generally included in the term are: mathematics, communication, reasoning, interpersonal and manipulative skills. Excluded from generic skills are job specific skills obtainable as part of occupational orientation. In February, 1973, the Training Research and Development Station commenced a three phase pilot study directed to the formulation of generic skills. Phase one, March to July, 1973, examined mathematics and communication skills based on data obtained from 27 occupations. Phase two, May to September, 1973, examined reasoning and interpersonal skills using data from 35 occupations. Phase three, still in the planning stage, deals with the formulation of manipulative skills. The following sequential steps were identified for the formulation of generic skills for each of these phases: (1) taxonomy of skills, (2) data collection instruments, (3) data collection, (4) data analysis, (5) develop specifications and (6) dissemination. The intent of this report is to summarize the curriculum development which has been achieved for the mathematics and communications skills and outline the results which have been achieved to date in the reasoning and interpersonal skills. (MW)

ED 092 786 CE 001 534

Hesburgh, Theodore M. And Others
Patterns for Lifelong Learning.

Pub Date 73

Note—135p.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$7.75)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Changing Attitudes, College Role, *Continuous Learning, *Educational Development, *Futures (of Society), *Program Effectiveness, Public Affairs Education, Public Policy, Relevance (Education), Social Responsibility

The book presents ideas of three university presidents of how basic changes in attitudes toward education can help build new learning systems that help move forward the concept of lifelong learning and meet the needs of contemporary society. The three separate but related in-

vestigations of the authors were conducted through the support of the W. K. Kellogg Foundation. Part 1, a study of Continuing Education and the Future, was an outcome of a national conference in 1971; it includes the findings of four task forces that examined the relationship of adult and continuing education to social responsibility, public affairs, the role of the college and university, and the rapidly growing body of knowledge. In Part 2, Universities and the Learning Society, the author analyzes the influence of adult and continuing education on the academic community, the shaping of civic policy, and the creation of new lifestyles. The third part concerns the findings of a lifelong education task force at Michigan State University and is an example of the requirements of a large, complex institution accommodating itself to adult education needs in the modern world. (EA)

ED 092 787 CE 001 535

Brendel, LeRoy A.
Reaching for Editorial or In-Depth Proofreading.
Pub Date 1 Dec 73
Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Business Education, Business English, Business Skills, Business Subjects, Clerical Occupations, *Editing, *Language Skills, Office Occupations Education, Secondary Grades, Secretaries, *Stenography, *Teaching Methods, Vocational Education
Identifiers—*Proofreading

Editorial, like clerical, proofreading cannot be left to chance; the know-how, what and why must be reviewed, recalled, reinforced, and refined daily. There are four avenues of daily activities available to the teacher to establish these skills: (1) homework reading assignment, (2) dictation-for-control material, (3) dictation for in-depth proofing, and (4) daily dictation of copy containing error. It must become second nature to the student to "hawk-eye" every dictation for editorial errors. The basic foundation for this skill must begin in teaching clerical proofreading in the beginning typewriting and shorthand classes and systematic followup by the transcription teacher with a carefully planned and persistently applied simulated program. (MW)

ED 092 788 CE 001 537

Hazard, Francis E.
A Method of Random Sampling and Interviewing Adult Expectations of a Two-Year College.
Pub Date 19 Apr 74

Note—89p.; Paper presented at the Adult Education Research Conference (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Citizen Participation, *College Planning, College Role, Community Attitudes, *Community Surveys, Educational Assessment, Institutional Research, Institutional Role, Interviews, Junior Colleges, *Post Secondary Education, Public Relations, Questionnaires, *Research Methodology, *School Community Relationship, State Universities, Tables (Data)

The study assesses expectations by the general public of a specific 2-year, post-high school institution of higher education, identified as a university branch, and sought to determine, insofar as they affected the role and mission of the university branch, (1) the public image of the university branch under study, (2) broad purposes and needs, and (3) the organizational plans, policies, and issues affecting the institution. Utilizing a random sample cross-section of 920 adults in Tuscarawas County, Ohio, the study gathered data by means of a special questionnaire designed to obtain personal interviews in the respondents' households. Summary tabulations were obtained and cross tabulations made with 17 demographic variables against 77 questions. The chi-square test was applied to examine the presence of dependent relationships. A stratified sample of community upper-socioeconomic influence groups was selected from the sample for response comparisons with the general public. Recommendations for the university branch campus regarding the research population are: (1) endeavor to utilize public expectations revealed in this study, (2) incorporate study findings in its institutional planning studies, (3) give priority to needs of older adults as well as youths, (4) continue to utilize local citizens advisory committees,

and (5) cultivate its public communications program. (Author/MW)

ED 092 789 CE 001 538

Glenn, John W., Jr.
A New Concept in Vocational-Technical Education: The Associate Degree.
Pub Date 3 Dec 73

Note—11p.; Paper presented at American Vocational Association Convention (Atlanta, Georgia, December 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Associate Degrees, Curriculum Development, *Inservice Teacher Education, Post Secondary Education, Preservice Education, *Teacher Education, *Vocational Education

Identifiers—Tennessee

A 2-year associate degree teacher preparation program is described. It is intended that it will meet current and future preservice vocational-technical teacher education demands resulting from expanded Federal and State legislation to increase vocational-technical education offerings in grades 9-12 in the State of Tennessee. The program is designed to permit both the preservice and inservice vocational-technical teachers to pursue their educational development at 2-year post secondary institutions that are within commuting distance of their residential communities. Each student would be individually evaluated for prior work, teaching, and educational experience and be given credit for these experiences. The curriculum consists of three major components totaling 112 to 128 quarter credit hours to fulfill the regional college accreditation association requirements. The components are: (1) vocational-technical specialty (48 quarter hours), (2) professional education courses (20-28 quarter hours), (3) related courses (44-52 hours). The 2-year associate degree program was implemented the spring of 1973 at the State Technical Institute at Memphis. (A short bibliography is included). (Author)

ED 092 790 CE 001 539

Zahn, Donald
The Role of the Business Education Teacher in Career Education.
Pub Date 3 Dec 73

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Business Education, Business Education Teachers, *Career Education, Employment Experience, Job Placement, Occupational Guidance, *Secondary Education, Self Concept, *Teacher Role, Vocational Counseling, Vocational Education

The business education teacher must thoroughly understand why and what he is doing in career education. A career education program can be viewed as consisting of five categories from which the teacher is to form a basic career education philosophy. (1) To develop in the student self-awareness and a positive attitude toward self, school, and work. It includes ways in which a business teacher can help the student perceive a clear picture of his capabilities and potential. (2) By the end of his formal education a student should have developed an occupational awareness of the kinds and numbers of jobs available in our society. (3) The general goal of occupational exploration is to help students examine their needs and interests in the light of career opportunities. (4) The major role of the business education teacher is preparing the student for immediate job entry or post-secondary technical training following high school graduation. (5) Business educators should develop a placement and followup program. The placement function has a major contribution in helping the pupil toward his optimum development. After a student has left school, followup procedures can provide information on how the school could have served him better. Although these categories are developmental, each will continue throughout an individual's lifetime. (BP)

ED 092 791 CE 001 540

Reid, Jayne
The Relationship of Selected Aspects of Attitude, Personality, and Achievement to the Post-High School Employment of Senior Stenographic Students.
Pub Date 18 Apr 74

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Clerical Workers, Employee Attitudes, Employer Employee Relationship, Evaluation, *Performance, *Personnel Evaluation, Prediction, *Predictor Variables, Secretaries, Stenographers, *Testing, Typists

Predictors of occupational choices and of on-the-job effectiveness for graduates of secondary school stenographic training programs were investigated. Prior to graduation, 192 stenographic students were tested in measures of attitude, personality, and stenographic achievement. These students were then classified according to occupational choices made, with employer evaluations being obtained for those in office occupations. Attitude toward dependability and motivation for original coursework enrollment were significantly related to occupational choices. Personality variables were significantly related to employer evaluations, but the most significant correlates of employer evaluations were I.Q. score and performance on the National Business Entrance Examination stenographic examination. (Author)

ED 092 792 CE 001 541

Boldrey, Tom
Project Joliet.
Joliet Public Schools, Ill. School District 86.
Pub Date [72]

Note—79p.

Available from—Joliet Public Schools, 420 N. Raynor, Joliet, Illinois 60435 (\$5.75)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Audiovisual Aids, *Career Education, Career Planning, Class Activities, *Curriculum Development, Curriculum Enrichment, *Curriculum Guides, *Elementary Grades, Elementary School Curriculum, Field Trips, Goal Orientation, School Community Programs, Vocational Development

At all stages of educational growth the individual must be aided in an understanding of his strengths and weakness, his aptitudes, abilities, interests, and needs as they relate to occupational choice. The project report suggests that certain broad areas of information be made available at three levels in the elementary schools: (1) K-1-2, (2) 4-5, (3) 6-7-8. Administrative responsibilities are outlined, the teacher's function described, and objectives by grade cluster presented. Guides for the grade cluster programs include goals suggested as well as classroom and community oriented activities. A program, Community Classrooms, utilizing the facilities of four local industries, offers a multifaceted field trip program for the elementary grade levels. Specific steps in developing a unit plan are offered. An appendix includes descriptions of field trips, lists of jobs and their applications to a K-12 program, a 6-page bibliography of elementary level career literature, and a 10-page guide to audiovisual aids. (MW)

ED 092 793 CE 001 546

Beder, Harold
Approaches to Upgrading Applied Research in Adult Education.
Pub Date Apr 74

Note—19p.; Paper presented at the Adult Education Research Conference (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adult Education, *Educational Research, Researchers, Research Methodology

This paper advances a point of view concerning the differences between basic and applied research in adult education, indicates some of the problems of conducting applied research studies, describes briefly an actual study which seems to exemplify certain problems and exigencies of applied research, and finally points up implications for the role of the adult education researcher and for graduate level research training. (A 16-item bibliography is included.) (Author)

ED 092 794 CE 001 547

Cunningham, Phyllis M.
A Discussion of the Measurement and Statistical Manipulation of Selected Key Variables in an Adult Basic Education Program.
Pub Date 18 Apr 74

Note—31p.; Paper presented at the Adult Education Research Conference (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, *Cognitive Measurement, *Educationally Disadvantaged, Measurement, Program Effectiveness, Self Concept, *Self Concept Tests, *Self Esteem, Socioeconomic Influences, Student Characteristics, *Testing Problems, Urban Education

Intending to explore the interaction effects of self-esteem level and perceived program utility on the retention and cognitive achievement of adult basic education students, a self-esteem instrument, to be administered verbally, was constructed with content relevant items developed from and tested on a working class, undereducated, black, adult population. The problems concerned with the defining and measurement of four major variables in an adult program of basic education are presented: persistence, student's self-esteem, cognitive achievement, and student's perceived utility of the program. Measurement problems are discussed in detail, and it is concluded that further work is needed to develop more precise definitions and measurement of these selected variables. (MW)

ED 092 795 CE 001 548

Guinn, Nancy Truax, Steven R.

Comparison of Volunteer Attitudes and Career Motivation Among Officer and Airman Personnel.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AD-772-676; AFHRL-TR-73-28

Pub Date Oct 73

Note—29p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-772-676, MF \$1.45, HC \$3.25)

Document Not Available from EDRS.

Descriptors—*Armed Forces, *Attitudes, *Job Satisfaction, Military Personnel, *Motivation, *Recruitment, Surveys

Identifiers—All Volunteer Armed Forces

Should problems arise in procuring a sufficient number of qualified personnel to maintain viable force levels under zero-draft conditions, it becomes necessary to identify incentive programs which could be used to stimulate recruiting effort. A total of 3391 officer trainees and 9333 basic airmen entering service during fiscal year 1972 were surveyed to determine the effect of certain incentives on their attitude toward voluntary military service and the perceived positive and negative aspects of a military career. Airman and officer personnel differ in their perception of the most satisfying aspects of a military assignment. An interesting job was the factor most widely selected as a satisfier by officers; opportunity for technical training by airmen; the outstanding dissatisfier for both groups was perceived lack of personal control over their career. Isolated tours and separation from family were perceived as the most negative aspects of an Air Force career. (NTIS)

ED 092 796 CE 001 549

Lejins, Peter P.

Justification and Evaluation of Projects in Corrections.

Maryland Univ., College Park. Inst. of Criminal Justice and Criminology.

Spons Agency—Governor's Commission on Law Enforcement and the Administration of Justice, Cockeysville, Md.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Report No.—LEAA-MD-73-005; PB-227-219

Pub Date Dec 73

Note—100p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-227-219, MF \$1.45, HC \$4.00)

Document Not Available from EDRS.

Descriptors—*Correctional Rehabilitation, *Criminology, *Evaluation Criteria, Evaluation Methods, *Financial Support, Program Proposals, *Project Applications, Projects

Identifiers—Maryland

The document is organized into two parts. The first is designed primarily for use by Maryland Governor's Commission staff for reviewing project applications, justifying recommendations to

award funds and working with applicants and project staff to satisfy evaluation requirements. A general evaluation model is laid out; this model is predicated upon the assumption that grants must be justified and projects later evaluated in terms of the view that correctional programs to be funded are components of a general criminal justice system and will impact upon this system. Next discussed are grant justification procedures and criteria to be implemented by Maryland Governor's Commission staff. This justification process is tied directly to the guiding general evaluation model. (NTIS)

ED 092 797

CE 001 550

Roberts, William B.

Identifying a Power Elite in a Microcosmic Adult Community.

Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Science Research, Behavior Patterns, *Decision Making, Evaluation Methods, *Group Dynamics, Group Structure, Individual Power, Interaction Process Analysis, Leadership Training, *Power Structure, Problem Solving, Statistical Analysis, Statistical Data, *Test Construction, Testing, Test Results

Identifiers—*Power Elites

The study presents the results of testing an original observation instrument designed to identify a power elite in multiple sessions of two eight-member adult discussion groups. Two questions guided the development of the study: (1) Can a power elite be identified in participation training groups? (2) Can an effective observation instrument with acceptable technical characteristics be developed to identify behavior manifestations of power in participation training groups? Related literature is reviewed, testing methodology and statistical procedures discussed. The study concludes that both questions are answered affirmatively and that in support of statements made that power relations are an integral part of group processes in which decisions are made, power identification is a starting place for assessing where a group is in relation to patterns of influence in decision-making and problem-solving. A bibliography, tables, and social interaction survey are included. (MW)

ED 092 798

CE 001 553

Wells, Jean A.

Counseling Women for Careers in Business.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date Aug 73

Note—7p.; Reprinted from "The Personnel Woman," Jul/Aug 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adult Education, *Business Education, Business Responsibility, *Cooperative Education, Employment Opportunities, *Equal Opportunities (Jobs), Job Development, Labor Market, Sex Discrimination, *Vocational Counseling, Womens Studies, *Working Women

Identifiers—*Affirmative Action Programs

Women's relatively poor representation in the top and middle levels of business necessitates renewed attention and action. Labor market demands are changing, and two major forces prevail: more women are looking for new fields of employment, and more businesses are seeking "qualified and promotable" women. Cooperative education programs are needed to channel women's interests into these new areas. Attention should also be paid to women already on the payrolls of business firms and "mature women returnees" to the work force through the development of continuing education programs. Women's organizations must also serve an important supportive role to help more women prepare for and share in the expanding opportunities of business and industry. (MW)

ED 092 799

88

CE 001 554

The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—Bull-3541

Pub Date [71]

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Education, Career Planning, Course Content, Course Objectives, *Curriculum Development, Curriculum Guides, Educational Programs, Elementary Grades, *Guides, *Industrial Education, *Industry, *Program Planning, Secondary Grades, Vocational Development

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Wisconsin

This guide for the development of local curricula is intended for use by teachers concerned with the study of industry at any grade level K-12. The basic premise of the document is that a general knowledge of industry, as an institution in society, is essential to all students, and the source of the content is industry itself. The identified body of content is appropriate for all students; however methodology and emphasis need to be adjusted to accommodate individual student differences, and content will need to be adapted to grade level. A rationale for industrial education is followed by definitions of industry and industrial education. The objectives, content components, and content organizers are discussed in detail and are followed by suggestions for using the guide in local curriculum planning, development, and review. Examples of subobjectives and activities; provisions for learners to interact, make judgments, and draw conclusions; supplementary references; and a bibliography complete the document. (SA)

ED 092 800 95

CE 001 558

Grotelueschen, Arden D.

Influence of Cognitive and Affective Factors on Adult Learning: Three Experimental Studies.

Final Report.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0874

Pub Date 1 Jun 72

Grant—OEG-0-9-230874-3718(010)

Note—77p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Abstraction Levels, *Adult Learning, Affective Behavior, Cognitive Development, Educational Research, *Learning Processes, *Learning Theories, *Thought Processes, Verbal Learning

After opening with a 13-page review of the literature, the document's main emphasis is on the three experiments included in this report. The specific rationale, procedures, and results of the three studies comprise the major portion of the document. The general purpose of Experiment 1 was to ascertain the effects of prior relevant subject matter knowledge, differentially structured introductory learning materials, and differentially sequenced learning tasks on learning acquisition and transfer. Experiment 2 determined the extent to which self-regard and learning performance are influenced by the type and extent of feedback received during stages of a mathematical learning activity. Differential performance by men and women was also investigated. The purpose of Experiment 3 was to find the effects of presenting sets of introductory mathematical learning materials which are differentially structured with respect to a concrete-abstract dimension. The effects of the adult learner's subject matter background and sex on learning and transfer were also investigated. The results of the three experiments are presented graphically and discussed in detail. Included also are a 39-item bibliography and seven appendices containing pretests, posttests, and a personal significance scale. (BP)

ED 092 801 95

CE 001 560

Walt, Garry R. And Others

Improving Occupational Exploration and Career Planning Through the Development and Utilization of Learner Directed Career Development Resources. Final Report.

Michigan Univ., Ann Arbor. School of Education. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—1-0615-A

Pub Date 30 Nov 73

Grant—OEG-0-71-3581

Note—437p.

EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE

Descriptors—Career Education, *Career Planning, Classroom Materials, *Curriculum Development, Educational Programs, Educational Resources, Goal Orientation, *Instructional Materials, *Occupational Guidance, Program Planning, Resource Materials, Secondary Grades, *Vocational Development
Identifiers—*Career Development, Career Development Modules

Concerned with comprehensive career development and career guidance programs for grades K-14, the major emphases of this project were: (1) identifying major needs and gaps in existing career development resources, (2) developing a series of learner directed multimedia career development modules, (3) designing and conducting a series of workshop presentations on the use of career development modules for guidance personnel, and (4) preparing counselors to use the new career development resources in developing comprehensive career development programs. A substantial portion of the document consists of seven complete career development modules used in school systems to actively help in students' career planning and decision making: (1) Value Exploration and Clarification, (2) Learning About Self, (3) Goal Setting and Planning for Oneself, (4) Broadening Career Perspectives, (5) Coping with Environmental Barriers, (6) Using Resources in Effective Career Planning and (7) Working More Effectively and Efficiently. Each module, used successfully at the ninth grade level, has been subjected to field testing. A review of present use, suggestions for implementation, and consideration of the future development of career modules are explored in the final chapter. A guide to career games, simulations, assessment measures, and a 27-page annotated bibliography are offered. (MW)

ED 092 802 CE 001 563

Basic Training for Skill Development.

Department of Manpower and Immigration, Ottawa (Ontario), Occupational and Training Analysis and Development Branch.

Pub Date Apr 74

Note—64p.

Journal Cit—B.T.S.D. Review; v2 n3 p1-59 Apr 1974

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Learning, *Adult Literacy, Adult Vocational Education, Basic Skills, Educational Objectives, Educational Programs, Manpower Development, Post Secondary Education, Program Development, *Skill Development, *Teaching Techniques, *Vocational Education

Profound changes in our socioeconomic structure seem to question the relevance of both "institutional" as well as "open school" forms of education. The educator is faced with the challenge of selecting a model, combining models, or devising a new one. Dealing with these fundamental questions, 10 articles have been selected for their potential value in helping the professional development of those engaged in the BTS (Basic Training for Skill Development) and related programs: The Vocational Adult Secondary Training (VAST) Project—An Adventure in Student-Centered Learning (Frank Dolman); A Multi-Media Adult Education System in Quebec: A Dream Comes True (Gilles Provost); Motivating Adult Basic Education (ABE) Students to Read and Write (L. L. Feinstein); Education and Future Shock (Antoine Baby); Practice Sessions in Nonskill Courses—Techniques for Teachers of Adults; Recurrent Education—A Solution to the Crisis of Education? (J. R. Gass); Adult Basic Education and BTS (K. Lynn); Science Program Development in Newfoundland and Labrador (A. Germani); Client Follow-Up (R. F. Gaffney). (Author/MW)

ED 092 803 CE 001 564

Annual Manpower Report with Recommendations. Hawaii State Commission on Manpower and Full Employment, Honolulu.

Pub Date Jan 74

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Economic Factors, Employment Patterns, *Employment Problems, *Employment Programs, Employment Projections, Employment Statistics, Employment Trends, Federal State Relationship, *Labor Economics,

Manpower Needs, Master Plans, Occupational Surveys, State Surveys, *Statewide Planning, *Subemployment

Identifiers—Hawaii, Manpower Research

A coordinated approach to attain full employment in Hawaii remains a priority need in governmental policy. Manpower problems which began to mount after 1970 were compounded by fuel and material shortages in 1974. The report urges that adequate policies now be formulated to meet the problems. It recommends the adoption of a State policy which determines an optimum population and an optimum growth rate, the coordination of long-range planning for the State with participation of the public and private sector and a comprehensive approach to the use of Federal and State manpower funds to attach immediate unemployment problems. The statewide and county employment picture is discussed in detail, followed by an analysis of the situation by industry, focusing on the areas of construction, agriculture, tourism, and government. Manpower programs, funding, and recommendations are dealt with fully. An 18-page appendix offers statistical sources, program summaries, recommendations, and a review of major activities. (MW)

ED 092 804 CE 001 565

Falk, William W.

A Theoretical Synthesis of the Occupational Choice Process: Toward an Integrative Model.

Pub Date Feb 74

Note—18.; Paper presented at the Rural Sociology Section of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)

EDRS Price MF-\$0.75 HC-INQUIRE EDRS

Descriptors—*Comparative Analysis, Decision Making, Goal Orientation, *Models, *Occupational Aspiration, *Occupational Choice, Systems Analysis, *Systems Approach, Theories, Typology

In providing a general systems theory approach to the study of occupational choice two major goals are: (1) present a macro level framework in which extant theoretical approaches and concepts may be ordered; and (2) explicate the complexity of dealing with only one partially developed submodel derived from the broader model of relationships about status projections. Various approaches to the study of occupational choice include the adventitious versus the developmental approach, occupational choice theories, macro models of occupational choice, and certain conceptual considerations. There is a need for a broader framework, and a systems perspective could be applicable. A derived submodel illustrates at least one direction in which developmental occupational choice theory and status attainment theory can proceed. (A 57-item bibliography is included.) (Author/KP)

ED 092 805 CE 001 566

Cossey, Beatrice

Concepts of the Women's Re-Entry Educational Program. Continuing Education Programs for Women: Educational Growth and Personal Development, De Anza Community College.

De Anza Coll., Cupertino, Calif.

Note—20p.; Paper presented at the Pacific Sociological Association (45th)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adult Education, Child Development Centers, Counseling, *Educational Disadvantage, *Educational Experience, Junior Colleges, Low Income, Minority Groups, Motivation, One Parent Family, Participant Characteristics, Student Interests, *Working Women

Identifiers—*California

The Women's Re-entry Education Program (WREP) at De Anza Community College is an attempt to give women who are educationally deprived the opportunity to gain skills that will enable them to function, and contribute to the economic mainstream of America. The primary objectives of WREP are to help students: (1) believe in their ability to gain self-confidence and competencies for acquiring saleable skills, (2) gain parent-child growth and development skills, and (3) conceive self and others as co-builders of their communities. Students accepted into this program come from low income families, minority backgrounds, women heads of households, middle income families with no high school diploma, and middle income families with previ-

ous college experience. To attain these objectives it was necessary to provide counseling, special orientation classes, peer counseling, tutoring, a faculty who related to and respected the student and a Child Development Center. A course outline is also included. (BP)

ED 092 806 CE 001 569

Yohalem, Alice Ridgely, Quentin B.

Desegregation and Career Goals: Children of Air Force Families.

Pub Date 74

Note—161p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$12.50)

Document Not Available from EDRS.

Descriptors—Academic Aspiration, *Aspiration, Career Choice, College Choice, Family Influence, Family Resources, *Goal Orientation, *Integration Effects, *Military Personnel, Negro Education, *Negro Youth, Occupational Aspiration, Parental Aspiration, Racial Attitudes, Racial Factors, Racial Integration, Secondary Grades

The study of educational and career aspirations of black youth who have grown up in a military environment (racially desegregated for almost two decades) was undertaken to provide a preview of gains that might result from wider desegregation. The researchers present portraits of the families of the children studied, discussing fathers' careers and the different rates of progress of black and white sergeants through the military ranks, and presenting information about family characteristics, particularly financial ability to support children's educational and career plans. A portrait of the children is provided by age, schooling, residence, foreign experience, and interracial activities, followed by a discussion of their views and their fathers' toward their interracial experiences. Three chapters are devoted to a discussion of the youths' educational and occupational aspirations. At a minimum, the findings show no deleterious consequences to enforced integration. At best, greater exposure to interracial experiences, though not a key factor in goal formulation, appears to have placed these black youth in a better position to further their career objectives. (AJ)

ED 092 807 CE 001 573

Bonk, Edward C. And Others

A Competency-Based Program in Career Information.

Pub Date 1 Dec 73

Note—28p.; Three papers presented at the American Vocational Association Convention (Atlanta, Georgia, December 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Education, Counselors, *Counselor Training, *Educational Programs, *Guidance Personnel, *Guidance Programs, Guidance Services, *Performance Based Teacher Education, Student Personnel Services

Development of competency-based training programs and the preparation of guidance associates (undergraduates) and professional counselors within a competency-based framework are current major concerns in education. Three speeches trace the development of a monograph which outlines the program. Edward C. Bonk, in "Writing the Module on Career Information," describes student efforts in developing a module. George C. Beamer, in "Problems in Implementing a Competency-Based Program," deals with problems centered around staff, support by administration, and problems encountered by students. The monograph, "Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-based Program," is treated briefly as a working model and its scope outlined. In "The Etiology of a Competency-Based Monograph," Bobbie L. Wilborn discusses the concept, rationale, and beginning of the program as developed by North Texas State University Task Force for the Cooperative Study of Counselor Preparation, Certification, and Practice. (MW)

ED 092 808 CE 001 583

Lebeck, Ruth

Job Ideas for Today's Woman.

Pub Date 74

Note—224p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Employment Opportunities, *Employment Qualifications, *Jobs, *Occupational Information, Part Time Jobs, *Working Women

A woman entering the job market for the first time, getting back to it, or changing jobs can encounter many problems. This step-by-step guide is designed to make this task easier. Of the 1,000 jobs listed there are several special interest areas covered: foods, parties, retailing, direct or mail-order selling, real estate, insurance, animals, health, fashion, children, libraries, flowers and plants, crafts, communications, office work, writing, and travel. The book provides all the relevant information about the requirements a woman will need for her new job. The author has organized each job description to tell: what is needed personally, materially, and educationally; what hours are worked, what can be earned; and how to get started. Some suggestions not usually found in job hunting guides are discussed. These include the many ways a woman can further her education, how to get into volunteer work, where to find the new agencies that specialize in placing women, where women over 35 can work, and how to get information on all aspects of job-hunting. Included are an appendix of names and addresses of organizations that will supply job information on request, a general index, and a job title index. (BP)

ED 092 809 CE 001 625

Lynch, Edith M.
Executive Suite: Feminine Style.
Pub Date 73
Note—268p.

Available from—AMACOM, a Division of American Management Associations, 135 W. 50th St., New York, N. Y. 10020 (\$10.50; to AMA members, \$8.75)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Books, Career Ladders, Discriminatory Legislation, *Employment Opportunities, *Management, Persistence, Promotion (Occupational), *Working Women

Identifiers—*Women Executives, Womens Liberation Movement

The author provides the reader an "inside look" at women's role in management by selecting 95 women in management as a sample to gather research on women executives through questionnaires, personal talks, and formal interviews. Although the book is mainly about women in the middle/upper levels of management, coverage is given also to those on the fringes of these jobs. Women in the sample represent varied ages and backgrounds; however, all reflect high intelligence and high regard for education. Responses from these successful women in management are interwoven into chapters such as: Myths About Women Managers, Unusual Jobs for Women, Are There "Women" Jobs in the Management Hierarchy?, and What Is the Successful Woman Really Like? Other topics include how the woman executive copes with being female, the Women's Liberation Movement, protective legislation, and advancement. Concluding chapters focus on male executive viewpoints and advice from women executives to those "on the way up." The main management characteristics of successful women do not appear much different from those of men; the most evident feature of women included in the study is the perseverance necessary. Fitting talents to management jobs comes far faster to younger women than to their older colleagues. (EA)

ED 092 810 CE 001 912

1973 Annual Index to Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research Materials in Vocational and Technical Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74
Note—503p.

Available from—AIM/ARM, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual Calendar-Year Subscription \$34.00, six issues plus index)

EDRS Price MF-\$0.90 HC-\$24.60 PLUS POSTAGE

Descriptors—Abstracts, Bibliographies, *Educational Research, *Indexes (Locators), *Instructional Materials, *Technical Education, *Vocational Education

The volume cumulates the indexes that appeared in the quarterly issues of "Abstracts in Instructional Materials in Vocational and Technical Education" (AIM) and "Abstracts of Research Materials in Vocational and Technical Education" (ARM), Volume 6, No. 1 through Volume 6, No. 4. The cumulation is intended to be a companion volume to the individual issues of AIM and ARM, which contain the complete resumes of documents. Three indexes are provided in the volume: subject, author, and conversion of document number. Each entry in the subject and author indexes shows the title of the document; the VT number and, if any, the ED number; and the publication name, volume, and issue numbers, and page on which the resume appears. The searcher can use this information to locate the particular volume of AIM or ARM in which the resume appears. (Author/AJ)

ED 092 811 95 CE 002 234

Valentine, Ivan E. Larson, Milton E.
Training Institutes for Curriculum Personnel Development for Integration of Innovative Concepts and New Developments; Final Report. Volume I.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 73

Grant—OEG-0-72-5183

Note—320p.; For related documents, see CE 001 403, CE 001 404, and CE 002 235

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Accountability, *Career Education, *Curriculum Design, *Curriculum Development, Curriculum Planning, Curriculum Study Centers, Decision Making, Educational Objectives, *Institutes (Training Programs), Leadership, Personnel Needs, Relevance (Education), *Vocational Education

Three 4-day training institutes were held in various cities with two objectives: (1) to update key personnel in the concepts, techniques, and methodologies of the total process of curriculum building, and (2) to relate the curriculum building process to the implications of career education. Participants were exposed to a wide range of topics in presentations made by guest consultants. According to the assessment procedures employed during and at the completion of the institutes, the objectives were achieved. The 22-page report is supplemented by appendixes which offer detailed information on the planning and administration of the institutes. Typical materials include forms, letters, worksheets, memoranda, mailing lists and maps. Also appended is material related to each of the three individual institutes, such as the program, listings of personnel and participants, information pertaining to group activities, a daily participant review, summaries of participants' comments, and supportive letters and forms. Another appendix summarizes the activities of five group sessions held for discussion of the topics and issues presented by the guest consultants. (AJ)

ED 092 812 95 CE 002 235

Valentine, Ivan E. Larson, Milton E.
Training Institutes for Curriculum Personnel Development for Integration of Innovative Concepts and New Developments; Final Report. Volume II.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 73

Grant—OEG-0-72-5183

Note—345p.; For related documents, see CE 001 403, CE 001 404, and CE 002 234

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—Accountability, *Career Education, *Curriculum Design, *Curriculum Development, Curriculum Planning, Curriculum Research, Decision Making, Disadvantaged Youth, Educational Objectives, Federal Government, Government Role, *Institutes (Training Programs), Personnel Needs, *Vocational Education

The volume consists of all of the major presentations at three institutes for curriculum personnel development held to serve participants from all parts of the nation. From one to four presentations are included for each of twelve topics: (1) Role of the Federal Government in curriculum development; (2) Overview of curriculum development and career education; (3) Curriculum design; (4) Curriculum objectives; (5) Programs for disadvantaged; (6) Issues and problems relative to accountability; (7) Bases for curriculum decisions; (8) Adoption of curriculum; (9) Curriculum validation; (10) Personnel development; (11) Curriculum research; (12) Plans and priorities for curriculum development. (For an abridged version of this volume, see CE 001 403). (AJ)

CG

ED 092 813 CG 008 753

Boyd, A. D. Gross, A. C.
Education and Jobs. Career Patterns Among Selected Canadian Science Graduates with International Comparisons.

Spons Agency—Science Council of Canada, Ottawa (Ontario).

Pub Date Jun 73

Note—135p.; Background study for the Science Council of Canada; Special Study No. 28

Available from—Information Canada Bookshop, 221 Yonge Street, Toronto, Ontario

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Career Choice, College Graduates, *Cross Cultural Studies, *Educational Assessment, Research Projects, *Science Careers, *Science Education, Vocational Adjustment Identifiers—*Canada

The aim of the present study is to assess the education-employment adjustment processes for Canadian science manpower during the late 1950's and 1960's in order to gain insights which will be useful in dealing with problems of the 1970's. Using both objective and subjective information, it analyzes individuals' education and career patterns against changes in the educational system and trends in the economy, and, to deepen the perspective, compares these analyses with related studies in Canada and abroad. Physical scientists were chosen for the investigation because of their importance and the possibility of comparing study results with a similar study of Canadian engineers done in 1967-68. Questions posed in the study are: (1) How well did the science graduates of the late 1950's and 1960's integrate into the world of work? (2) How easily did they make the adjustment from education to employment? (3) How do those performing research and teaching utilize their education? and (4) How effectively is the education of science graduates used in other areas of activity? Those graduates not actually working in science may be of great significance, because they may well be the majority of tomorrow, as opportunities in teaching and research are currently not expanding very rapidly. The success of graduates who have sought jobs outside the traditional areas can give clues to the kind of education-employment relationships existing in the changed conditions of the 1970's and 1980's. (Author)

ED 092 814 CG 008 845

Braverman, Barbara B. Levine, Steven G.
A Human Sexuality Workshop for Community Professionals: Its Development and Evaluation.

Pub Date [74]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adults, *Changing Attitudes, Community Services, *Sexuality, Speeches, *Workshops

Identifiers—*Minnesota Sex Attitude Survey
A 2-day workshop in human sexuality was planned, implemented, and evaluated by the Genesee Region Family Planning Program, Inc., Rochester, New York. The goal of the workshop was to increase participant tolerance to a variety of patterns of sexual behavior. To measure attitudinal change, the Minnesota Sex Attitude Survey was administered one month prior to and two

months following the workshop. The results showed a tendency toward an increase in tolerance on the total attitude score, although two survey items showed a decrease in tolerance among participants who generally expressed a positive reaction to the workshop as indicated on the "Happiness Quotient" Evaluation as well as unobtrusive measures of further contact with the agency regarding involvement in human sexuality programs. (Author/PC)

ED 092 815 95 CG 008 862

Ruch, Charles P.

Changes Facing Pupil Personnel Services Training and Service.

Pittsburgh Univ., Pa.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Feb 74

Grant—OEG-0-70-2021(725)

Note—352p.

EDRS Price MF-\$0.75 HC-\$17.40 PLUS

POSTAGE

Descriptors—*Counselor Training, Inservice Education, *Interinstitutional Cooperation, *Minority Groups, Organizational Change, *Program Development, Pupil Personnel Services, Recruitment, Team Training, Workshops. The Education Professional Development Act inaugurated, in 1971, a Pupil Personnel Services Program to encourage recruitment, training, and program development for more versatile pupil personnel service workers. The program established seven three-year regional projects, each with a center providing leadership to smaller satellite settings. A center-satellite project clusters a university, community, and school districts. During the spring of 1973, the center-satellite project based at the University of Pittsburgh conducted a series of six workshops. Workshop sponsors and topics included: (1) Buffalo Satellite, "Humanistic Education and PPS-Building Team Skills," (2) Boston Satellite, "A New Look at Clinical Competencies," (3) Brockport Satellite, "Reinforcing Administrator Roles Through Counselor Education," (4) Pittsburgh/Duquesne Satellite, "The School as a Training Site," (5) Washington, D.C. Satellite, "University-School Relations: Implementing the Waddy Decree," (6) Pittsburgh Center, "The Multi-Cultural Community and the Counselor." This document reports the proceedings and materials emanating from the workshops. Each satellite project is described, and an introductory paper reviews the staff and program development strategies employed by the project as a totality. (Author/NM)

ED 092 816 CG 008 899

Evaluation Report: Projects in Personnel Services from the Department of Education, San Juan, Puerto Rico.

Spons Agency—Puerto Rico State Dept. of Education, Hato Rey.

Pub Date [74]

Note—856p.; Projects 29 and 77 (Closed Circuit TV) may reproduce poorly due to quality of original documents

EDRS Price MF-\$1.35 HC-\$41.40 PLUS

POSTAGE

Descriptors—*Counseling Programs, Dropout Prevention, *Dropout Programs, Educational Programs, Potential Dropouts, *Program Evaluation, *Puerto Ricans, *School Community Programs.

Identifiers—*Puerto Rico

This mammoth document consists of a random series of project reports and proposals from the Puerto Rican Department of Education. Each report is a distinct entity, and lists the school districts involved in the project under discussion. The papers all focus on those aspects of strategies and services which will help students to remain in school, help students to acquire language and work skills which will make them employable, and help them learn about educational and vocational opportunities. While some reports contain objectives and recommendations, most reports are primarily collections of data, statistics, and forms. Some of the areas covered by reports are: (1) guidance and counseling program evaluation; (2) diagnostic centers; (3) rural pupils; (4) closed circuit TV; (4) basic reading and math skills; (5) learning resources; (6) sports; (7) materials for handicapped; and (8) educational opportunity centers. (CJ)

ED 092 817 CG 008 917

Blackwell, Peggy J. Joniak, Andrew J.

Conflict and Consensus Among Parents About Goals for High School Education.

Humanic Designs Corp., Manhasset, N.Y.; New Mexico Univ., Albuquerque. Inst. for Social Research and Development.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Educational Objectives, High School Students, *Parent Attitudes, *Question Answer Interviews, Research Projects, *Secondary Education, Speeches, *Surveys

This report examines parents' goals for secondary education through an interview according to the range and content of his/her goals and needs, the hierarchical structure of the categories of these goals, and the priorities he/she established among the goal categories. Three separate studies (N=19; N=20; N=81) were conducted in order to refine and develop the interview instrument. One purpose of the research was to determine if parents of heterogeneous background, who have children of high school age, have specific goals for the education of their children, and if these goals could be elicited during an interview. Parents consistently expressed concerns in the following areas: vocational education and basic education—reading, writing, and mathematics; development of self; necessity of preparing students to cope with the practical aspects of adult life; development of social skills; development of civic responsibility; and the training, qualifications, and classroom methods of teachers. An assessment of the content of the goal statements suggests that parents' goals for secondary education are based on their own experiences as well as those of their children. (Author/PC)

ED 092 818 CG 008 920

Ripstra, Constance C. Highlen, Pamela

The Counselor as Applied Researcher.

Pub Date 74

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Case Studies (Education), *Counseling Effectiveness, Counselor Training, Field Studies, *Individual Counseling, *Research Design, *Role Conflict, Speeches

Identifiers—*Empirical Case Study

This document presents the argument that it is time for the school counselor to accept the dual role of counselor-researcher. No longer does the practitioner-researcher have to rely on the difficult and time-consuming comparative group research design. Rather, he has available to him an intensive design or empirical case study approach to research. This design is well suited to the school counselor for several reasons: (1) focus is on specific individual behaviors rather than on average group comparisons; (2) the counselor can integrate research with his current counseling responsibilities; (3) the design minimizes drastically the use of statistics to control for individual variability; (4) it allows for more effective intervention because of continuous examination of changes in the client's behavior; and (5) it provides a controlled method for examining covert as well as overt individual behavior. The intensive design is further recommended as a valuable method of evaluation of counseling effectiveness and as a tool for research contributions by and for counselors in the field. (Author/PC)

ED 092 819 CG 008 923

Thomas, Hollie B.

The Effects of Sex, Occupational Choice and Career Development Responsibility on the Career Maturity of Ninth-Grade Students.

Pub Date 74

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Locus of Control, *Occupational Choice, *Occupations, Research Projects, *Secondary School Students, *Sex Differences, Speeches, Vocational Development, Vocational Maturity

Identifiers—Career Development Responsibility Scale, *Career Maturity Inventory, CDR

This study investigated the effects of sex, status of occupational choice, and career development responsibility on the career maturity of ninth-grade students from an urban, industrial, integrated community. The instruments used were the Career Maturity Inventory (Critics), and the Career Development Responsibility (CDR) scale (Thomas). Results showed that the main effects of occupational choice and levels of the CDR scale were significant. Students who were able to state an occupational choice had more mature career attitudes than those who were undecided. Although the main effect of sex was nonsignificant, the interaction between sex and CDR levels approached significance suggesting that sex and level of career development responsibility may have differential effects on the development of mature career attitudes. (Author/EK)

ED 092 820 CG 008 925

Minnich, Wayne K. Gastright, Joseph F.

Control of Environment, Acceptance of Responsibility for Choice, and Planning Orientation in Relation to Career Information.

Pub Date 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Career Education, *Disadvantaged Youth, Junior High School Students, *Measurement Instruments, *Program Effectiveness, Speeches, Students, *Vocational Maturity

The advent of federally funded programs to promote career development within the regular school curriculum has posed the problem of identifying or developing instruments which provide valid and reliable information to assess the effects of these programs. This study investigates the relationship between a number of noncognitive variables and the cognitive content (career information) of a career development project. A variety of instruments were administered on a pilot basis to a sample of 80 seventh and eighth graders. A revised form of the original instruments was administered to a sample of 122 students from the same school the following year. The samples consisted primarily of low socioeconomic blacks and represented the school's composition. Results indicate that there are substantial and apparently stable correlations between control of environment, acceptance of responsibility for choice, and the amount of career information that students acquire in a career education program. There was an absence of correlation between program assessments by students and the other variables although such assessments were solidly positive, suggesting strongly that student assessment of the program is not a reflection of student maturity or cognitive success in the program. (Author/CJ)

ED 092 821 95 CG 008 928

Developing Curriculum for Education of Youth in Meeting Modern Problems.

Dayton Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Board of Education, Columbus.

Pub Date Sep 73

Note—263p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—Alcohol Education, Behavior Change, *Curriculum Development, *Drug Education, *Educational Programs, *Health Education, Program Descriptions, School Systems, Socially Deviant Behavior, *Teacher Role

The objectives of this program are to develop, field test, and evaluate a K-12 curriculum containing learner objectives of the following types: (1) increased student knowledge of probable effects resulting from the use, misuse, and abuse of drug substances including alcohol and nicotine; (2) increased student understanding of human behavior; and (3) increased positive growth in student developmental attitudes in areas related to the use, misuse, and abuse of drug substances

including alcohol and nicotine. During the project period, 15 elementary and secondary teachers from Ohio school systems were trained, and worked with curriculum and content specialists in the development of the curriculum. Subjects were 1,932 students drawn from all grade levels in five Ohio school districts. Student populations within each school system included urban, inner city, peripheral, suburban, and rural. Treatment and control groups were established. Results indicate the project activities effectively improved participant behaviors and attitudes toward drugs. (Author)

ED 092 822 95 CG 008 933

Miller, Marian B.

Operation Pre-Dropout. Project Outcome Evaluation Report.

Appoquinimink School District, Odessa, Del. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Delaware State Dept. of Public Instruction, Dover.

Report No.—17-71-0012

Pub Date 73

Note—67p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Data Collection, *Dropout Identification, *Dropout Prevention, *Guidance Programs, *Inservice Education, Program Evaluation, School Districts

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This report evaluates a long-range, districtwide guidance program designed to identify elementary school children who are potential high school dropouts. Interviews with a small group of identified potential dropouts who remained in school and graduated resulted in the identification of factors associated with staying in school. A Svan-type scale (APDOS) for gathering and recording data from cumulative folders was adapted in 1969 and has been reviewed and validated annually since then. Data from the scale (APDOS) were used as major input to a committee working on modification of school practices. Teachers were offered inservice training to familiarize them with "dropout" factors and data gathering, and guidance program expansion was effected. Conclusions and recommendations were: (1) the continued involvement of local school personnel is needed; (2) the local coordinator of the project must be thoroughly sold on its value; (3) basic identifying information for each pupil should be provided to teachers before school starts to help establish this as a routine guidance procedure; (4) case conferences should be held with individual children with three or more checks on the APDOS; and (5) great need exists for specific attention to the development of study habit skills and attitudes. (Author/PC)

ED 092 823 CG 008 934

Frank, Peter R.

An Effective Approach to Drug Education.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adolescents, *Decision Making Skills, *Drug Education, *Family School Relationship, Inservice Teacher Education, *Parent Child Relationship, Speeches, *Values

Identifiers—*Value Clarification

Traditionally, drug abuse education in the public schools has been approached through the use of scare tactics and scientific data. This document suggests that the old methods are not workable, and therefore attention should be directed toward helping the child develop a good self-concept and teaching decision-making skills. In the You and Your Decisions project, written audiovisual and workshop materials were developed to help parents and teachers create an environment in which a child can learn about the decision-making process. An inservice training program was developed to motivate the teacher to provide a decision-making atmosphere in the classroom. Student materials emphasized the importance of a good self-concept and how it applies to the decision-making process. The parent component stressed the importance of the child's right to make certain decisions which affect him in his family situation. Good decision-making skills

were viewed as helpful not only in preventing drug abuse, but in helping children deal more effectively with other temptations and frustrations in life. (Author/PC)

ED 092 824 CG 008 961

Arundell, Rita C. Wherry, Marilyn

Feeling Good (Teacher's Guide and Student's Manual).

Charlotte Drug Education Center, Inc., N.C.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date 73

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Classroom Materials, Decision Making, Drug Education, Elementary School Students, *Manuals, *Program Guides, Self Concept, *Teacher Role

The purpose of this program guide is to give children an opportunity to talk about ideas and concepts which are related to drug abuse, and to help them understand themselves a little bit better. Research into causes of drug abuse indicates that there is a strong relationship between certain behavioral characteristics and the tendency to abuse drugs. Some of these characteristics include: lack of self-esteem or self-worth; lack of a clear values system; child/parental attitudes toward sickness and the use of medicines. A teacher's manual is also included which suggests that teachers should allow at least one class period per chapter to enable students to verbalize their ideas and feelings about the subject matter. The teacher should act as a facilitator, introducing the topics and keeping things moving, while encouraging the children to do most of the verbalizing. In preparation for the guide, questions were asked of several classes of elementary students. The children's own remarks are used throughout the booklet. The program covers areas such as "feeling good", decision making, values, bad feelings, having fun, and "I Like Me." (Author/CJ)

ED 092 825 CG 008 964

Boyd, John D. And Others

A Psychobehavioral Approach to Counseling Supervision.

Pub Date 74

Note—35p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Behavior Change, *Counseling Effectiveness, *Counselor Training, Psychoeducational Processes, Speeches, *Supervision, *Therapeutic Environment, Therapy, Trainees

This paper discusses the psychobehavioral approach to counseling supervision the goals of which involve learning to be therapeutic as well as helping the trainee to become therapeutic. A discussion of the various phases of the supervisory process is presented including the trust phase, work phase, and termination phase. A brief discussion of methodology describes several types of tools used to achieve a therapeutic situation: communication skills, interpersonal process recall, speaking skills, and the technique of therapeutic anxiety. A behavioral model of counseling supervision is discussed in conjunction with different supervisory approaches which may be included in a behavioral model. (Author/EK)

ED 092 826 CG 008 972

Flanders, Russell B.

The Changing Job Scene to 1985.

Pub Date 74

Note—16p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Career Choice, College Graduates, *Employment Patterns, Futures (of Society), *Job Market, *Labor Supply, *Manpower Utilization, *Occupational Surveys, Sex Differences, Speeches

This paper describes the Bureau of Labor Statistics' projections to 1985. Specifically, it focuses on: (1) expected changes in the size and composition of the labor force and the impact of these changes on career opportunities, (2) projected patterns of industrial employment, and (3) future employment prospects by occupation. The

paper also examines the overall projected supply/demand situation for college graduates and examines the 1960 and 1970 census data for some startling changes in the occupational choices of men and women over the last decade. Many female workers entered traditionally male fields such as engineering, medicine, and the crafts, while an increasing number of men took jobs as elementary school teachers, telephone operators, and typists. (Author)

ED 092 827 CG 008 973

Fredrickson, Ronald H. And Others

Multipotential—A Concept for Career Decision Making.

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Career Change, *Career Choice, *Counseling, *Guidance Programs, Occupational Choice, Occupational Guidance, *Occupational Mobility, Program Descriptions, Secondary School Students, Speeches, *Vocational Counseling

This paper describes a guidance program for students who are multipotential people, i.e., they are able to adapt themselves and develop the necessary specific skills to perform well in a variety of occupations. The author disputes the traditional method of counseling wherein the counselor attempts to identify single talents of the counselee. Instead, he contends that today there is a premium on adaptability in today's world of work. Shifting manpower needs, the geographic mobility of industry, and automation all contribute to the importance of an need for vocational adaptability among today's work force at all levels. Research in the area of vocations has more often focused on permanence of choice rather than mobility and transition between occupational choices. Although, according to Super, "each person has the potential for success and satisfaction in a stated number of occupations," research in this area has been sadly lacking. A career counseling process which supports the concept of multipotentiality will be better able to help the client anticipate change in his career coupled with the need to develop other abilities. The author concludes by describing the multipotential approach as having five phases: (1) readiness, (2) awareness, (3) exploration, (4) reality testing, and (5) confirmation. (Author/HMV)

ED 092 828 CG 008 974

Gaite, A. J. H.

Sex Stereotyping: Identifying and Changing the Role and Influence of Schools.

Pub Date 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Educational Attitudes, Equal Education, Organizational Development, School Attitudes, *School Environment, *Sex Discrimination, *Sex Stereotypes, *Social Values, Speeches

Schools are described as reflecting quite accurately for the most part the prevailing value system of the community and society. To the extent that sex stereotyping is a part of our culture, it is a part of our schools. It is reasonable to look to schools to eliminate the most obvious and glaring sex discriminatory practices and for them to abide by the law in these matters. However, the extent to which these kinds of changes are likely to alter the overall value system of the school and of students in the school will probably be minimal. It is argued that schools as organizations can only follow not lead and that change within must wait on change without. (Author)

ED 092 829 CG 008 977

Hawkins, Robert P.

Who Decided "That" Was the Problem? Two Stages of Responsibility for Applied Behavior Analysis.

Pub Date 74

Note—15p.; Paper presented at the Drake Conference on Professional Issues in Behavior Analysis (1st, Drake University, Des Moines, Iowa, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Behavioral Science Research, *Educational Diagnosis, *Research Needs, Speeches

This report stresses the need for behavioral analysts to become more responsible in "setting" behavioral objectives in educational and therapeutic settings. Traditionally, behavior analysis concentrated on how behavior is learned and how it can be taught, but not on which behaviors should be learned. Four steps are outlined in the analysis process, the first having to do with determining what behaviors are needed, and the other three having to do with the planning, implementation, and evaluation of behavior change procedures. Applied behavioral analysts, perhaps because of the laboratory origins of their approach to problems, have often ignored the processes and issues involved in "setting" behavioral objectives. Suggestions are made regarding how behavioral analysts can become knowledgeable, skilled, and responsible through professional identification, training programs, and research and professional literature. A preoccupation with diagnosis is not generally recommended for analysts, although a greater concern for this aspect of the field is indicated. (Author/PC)

ED 092 830 CG 008 980

Johnson, Richard W.
Education, Experience and Discrepant Self/Ideal.
Counselor Concepts.

Pub Date 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Counselor Training, *Experience, Individual Psychology, Research Projects, *Role Perception, *Self Evaluation, Semantic Differential, Speeches

A sample of 204 counseling students and counselors with differing levels of experience and education from Utah colleges, universities, and public schools was asked to rate themselves and the ideal counselor on 38 semantic differential scales. Discrepancy scores derived from self-ideal differences were analyzed and found to support the hypotheses that inexperienced counseling students report greater self-ideal counselor discrepancies than experienced counselors. The differences dissolved, however, when the effects of increased formal training achieved by experienced counselors were controlled. Indices of both experience and formal training were shown to be related to reduction in counselors' self-ideal counselor discrepancy scores. Experience and formal training were also shown to be interactive, and when their interaction effects were partialled out, counseling experience was shown to have a greater influence on reducing discrepancy scores than was level of formal training. (Author)

ED 092 831 CG 008 983

Montgomery, Jason
Commitment and Cohabitation Cohesion.

Pub Date [74]

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Dating (Social), Family (Sociological Unit), *Interpersonal Relationship, *Marital Status, *Relationship, Research Projects, Sexuality, *Social Relations, Young Adults

Identifiers—*Cohabitation

Because cohabitation generally begins casually with no explicit understanding and because there are few outside pressures holding the couple together, it would seem that this type of living arrangement would be characterized by brevity; this is not the case. Since cohabitation arrangements are generally not brief but long lasting, their investigation should help clarify the nature of the cohesion of couples, whether cohabiting or married. It was found that couples advanced along a hierarchy of commitment, in which each step was evidence of a given level of commitment and in time lost its potency as commitment evidence as the relationship became more intense and additional evidence was sought. Cohabitants had to decide if they would be sexually exclusive and thereby give evidence of commitment or if they should be nonexclusive so as to realize growth through sexual expression. Generally, their resolution was to give lip service to sexual nonexclusivity but to practice self-restricted sexual exclusivity. In this way, sexual exclusivity was added

to the means available for proving commitment, and the cohabitants could still see themselves as sexually free. Shortlived cohabitant relationships were impermanent because expected commitment evidence was not forthcoming, and it became apparent to one of the cohabitants that the partner was holding back. (Author)

ED 092 832 CG 008 984

Morris, James D. Prescott, Mary R.
Facilitating Transition Groups on the College Campus.

Pub Date 74

Note—12p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavior Change, College Students, *Counselor Functions, Emotional Adjustment, *Group Therapy, *Marital Status, *Marriage Counseling, Role Conflict, Speeches

Identifiers—*Divorce
This article presents a description of the authors' experiences in a university counseling center with therapy groups for individuals who had undergone male-female partnership failure. The impact separation and divorce have on individuals, resulting adjustment stages, and corresponding group goals are highlighted. Common concerns and feelings expressed by divorced individuals are related to changes in their perspectives and behaviors. The intent of the article is to illustrate the value of group therapy in the amelioration of divorce-related problems. (Author)

ED 092 833 CG 008 985

Neil, Thomas C.
Who and Why: The Correctional Counselor.

Pub Date [73]

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Counselor Role, Counselor Training, *Guidance Personnel, Models, *Parole Officers, *Probation Officers, *Rehabilitation, State of the Art Reviews

Because of the increasing emphasis on the treatment and rehabilitative aspects of working with public offenders, it has become necessary to understand in more detail the workings of the correctional system and its personnel. This paper focuses on the correctional setting, the roles, functions and characteristics of effective counselors as perceived by its clients. A work-study model is presented as the preferred model for counselor training. Within this model, development of responsive and initiative skills, problem-solving and program planning skills, and analytical skills are seen as essential ingredients. (Author/PC)

ED 092 834 CG 008 986

Paciello, Antonio Joseph
The Fall 1973 New Student Week Leaders at Southern Illinois University at Carbondale.

Pub Date May 74

Note—74p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Achievement, *College Students, *Interest Tests, *Leadership Qualities, Occupational Choice, *Orientation, *Personality, Program Descriptions, Research Projects

Identifiers—*Strong Vocational Interest Blank

This study describes a sample of college students who participated as New Student Week Leaders (NSWL). Vocational interests, as measured by the Strong Vocational Interest Blank for Men (SVIB-M), academic pursuits, campus involvement, and other factors were considered in an attempt to define a NSWL. Eighty-six items were chosen from the SVIB-M to form what was called the NSWL Scale. Results indicated that, as a group, the NSWL's were average in their basic interests, showed a tendency toward "people-related" professions, were in their early twenties, could be characterized as extroverted, were from a wide range of academic majors and were above average scholastically. Study recommendations call for a follow-up study using the new Strong-Campbell Interest Inventory and a rigorous analysis of items in an attempt to create a more formal and valid NSWL Scale. (Author/PC)

ED 092 835 95 CG 008 987

Peck, Robert F. And Others

Coping Styles and Achievement: A Cross-National Study of School Children. Vol. 4 of Seven Volumes: Family Antecedents of Coping Behavior in Eight Countries. Final Report.

Texas Univ., Austin, Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Texas Education Agency, Austin, Dept. of Occupational Education and Technology.

Pub Date Apr 74

Contract—OEC-5-85-063

Note—188p.; See related document ED 086 812

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Comparative Analysis, *Cross Cultural Studies, Interviews, Occupational Information, *Parent Child Relationship, *Personal Adjustment, Social Adjustment, Statistical Studies, *Testing Programs

Identifiers—*Coping

This report is the fourth in a series of seven, all of which are concerned with coping styles of school children in the U.S.A., Brazil, Mexico, England, West Germany, Italy, and Yugoslavia. For this study, a lengthy structured interview was held with the mothers of 10 percent of the 6,400 children who had been tested in Stage I of the Cross-National Study of Coping Styles and Achievement, and with the mothers of 80 of the 800 children tested in Germany in Stage III. In half of these families, in all countries except Germany, the father was also interviewed, separately. The interview was designed to elicit the parent's description of the child's coping style and coping effectiveness, in and out of school; the parent's child-rearing practices; the parent's own coping style; and the parent's aspirations and expectations for the child, educationally and vocationally. The interview transcripts were coded, then scaled, yielding highly reliable scores for 58 variables. These parent-derived scores were then correlated with relevant Stage I measures of the children, and the mothers' scores were correlated with the fathers' scores. The dominant finding was the notable lack of validity of the parent reports. The major conclusion was that parents, in all countries, were a very unreliable source of information about the hopes, efforts, coping style, or performance of their children. (Author)

ED 092 836 CG 008 988

Phipps, Curtis

Guidance Planning and Evaluation for 1973-74.

Pub Date 73

Note—35p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Counseling Goals, *Counseling Programs, *Counselor Evaluation, *Guidance Programs, Program Guides, Pupil Personnel Services, State Departments of Education, Student Needs

With student-counselor ratios generally high and with funds generally limited, it is imperative that counselors concentrate on the priority needs of the students, and that they plan deliberately and carefully to meet those needs. This document is a collection of forms and outlines developed and utilized by the Kentucky State Department of Education, Division of Guidance Services, to provide information on: (1) needs assessment—solicited input from students, parents; (2) student performance objectives based on the identified needs of the students; (3) evaluation of the outcomes—analyzed degree of success and implementation of the program; and (4) utilization—planned use of the information for the furtherance of the counseling and guidance programs. Use of the materials in the division's workshops provides opportunity for participants to strengthen skills in the analysis of outcomes, to acquire new ideas in regard to evaluative techniques, and to identify ways by which the results may be employed to the advantage of the schools' guidance programs. (Author/HMV)

ED 092 837 CG 008 990

Rose, M. Richard

A Summary of Voluntary Education in the Armed Forces.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Pub Date May 74

Note—16p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adult Education, *Armed Forces, *Educational Programs, Federal Programs, *Military Personnel, Program Descriptions, Speeches, *Vocational Development

The Department of Defense is providing about \$6.6 billion for training and educating military personnel during fiscal year 1974. The primary purpose is to prepare individuals in the services to perform their duties efficiently. In the era of the All-Volunteer Force, military education must also represent a source of coherent career development for each individual who chooses to enter a service branch. Moreover, the growth that a person achieves while in uniform must be recognized by civilian employment and education institutions. In this context, the Department of Defense has begun efforts to make education more accessible, continuous, and creditable in relation to civilian career development requirements. This involves new attempts to establish greater integration of the military and civilian components of the nation's education and guidance communities. The design, operation, and future direction of these new developments are discussed in terms of their implications for educational and occupational guidance. (Author)

ED 092 838 CG 008 991

Rundberg, Carol Williams Fredrickson, Ronald H.

The Prescriptive Counselor in the Elementary School.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Counseling, *Consultation Programs, *Counseling Programs, *Elementary School Counselors, Elementary School Students, Family School Relationship, Inservice Programs, *Models, Speeches, Student School Relationship

Identifiers—*Prescriptive Counselor Model

The Prescriptive Counselor Model, as proposed for the elementary school, focuses on changing specific student behaviors through a particular prescription of materials, activities, and suggestions for teachers, parents, and the child himself. The theoretical emphasis is on dealing with behaviors by observing, conferring, setting goals, developing prescriptions, providing materials, and following up on the success of the prescriptions. The goals of the model are to increase the ability of teachers and parents to work with students and to permit the services of the counselor to have greater effect with more students. The prescriptive counselor translates his concern and care through the concreteness and specifics of the prescriptive process. (Author/PC)

ED 092 839 CG 008 992

Sadker, Myra Sadker, David

Sexism in Education: Reality and Response.

Pub Date Apr 74

Note—17p.; Presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bias, *Educational Equality, *Performance Based Teacher Education, *Sex Discrimination, Speeches, Student Experience, Student Teacher Relationship, *Womens Education

This discussion of sexist practices in classrooms throughout the country focuses on the concept of performance-based teacher education as one approach to the elimination of sex bias. Research indicates that female students undergo a loss of academic ability and sense of self-esteem as they progress through school. Male students also respond to sexist practices in education. This paper identifies and delineates competencies to be included in programs of teacher education in an effort to eliminate classroom bias. Suggested competencies fall into four categories: (1) awareness, (2) clarification, (3) classroom behaviors, and (4) professional and societal behaviors. Com-

petencies must be designed to confront and eliminate such debilitating practices as sex bias or they will not be worth the modules into which they are incorporated. (Author/EK)

ED 092 840 CG 008 993

Spaziani, Richard L. And Others

An Evaluation of Secondary School Guidance and Counseling Programs in Alaska, Phase I.

Alaska State Advisory Council for Vocational and Adult Education, Juneau.

Pub Date Sep 73

Note—140p.; Technical Report (Abridged)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Counselor Functions, *Counselors, Intergroup Relations, *Principals, Program Evaluation, *Public Schools, *Role Perception, Rural Urban Differences, Staff Utilization, State Surveys

Identifiers—*Alaska

This study proposed to examine some of the essential features of Alaska's guidance and counseling programs as well as to determine the services necessary for an effective program. The study further sought to determine levels of program adequacy for each of 43 typical characteristics. Characteristics were grouped into the broad activity areas of counseling, staff attitudes and relationships, facilities, program orientation and information, occupational counseling, follow-up, administrative policies and ancillary services. Forty principals and 82 counselors were surveyed in 25 school districts. Principals and counselors were additionally asked their opinions regarding the importance of the characteristics in local guidance and counseling programs. The study revealed few significant differences within each respondent group when compared by urban and rural locations. The number of significant differences increased when the respondents were compared by professional positions. A high degree of homogeneity exists among the respondents in their reactions to the characteristics. This suggests some level of program improvement is recognized by both principals and counselors. Findings in this study tend to support the literature that principals and counseling staffs perceive the function and role of counseling differently. The study concludes that there is a need for clarification and agreement between principals and counselors concerning role perception and utilization of counselor skills. (Author/NM)

ED 092 841 CG 008 995

Sturges, Jack

Interviewing Skills Resulting from Short-Term Training.

Kentucky Univ., Lexington. Coll. of Social Professions.

Spons Agency—Kentucky State Dept. of Personnel, Frankfort.

Pub Date Jul 73

Note—81p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Adults, Educational Programs, *Inservice Education, Job Training, *Nonprofessional Personnel, Personnel Needs, Research Projects, *Skill Development, Staff Improvement, *State Agencies, *Welfare Agencies

This document assesses the impact of two-week in-service training programs provided for eligibility workers in Kentucky Public Assistance Offices. Approximately 15 trainees participated in each of the three training sessions. Each trainee was a State employee who was required to conduct interviews to determine eligibility for medical assistance, money payments, SSA unemployment insurance, or food stamps. The average age of the participants was 34, and the average level of formal education was less than one year of college. The training sessions were designed to develop interviewing and counseling skills, appreciation of values held by different groups and a greater understanding of human behavior. The participants were first trained to discriminate among different qualities of helper responses. They then practiced written responses to client statements of distress. Emphasis was placed on assisting the participants in sharpening their skills in making appropriate oral responses to client statements of need. The assessment of the enrollees' growth in discrimination, written communication and oral communication skills was made by administering paper-and-pencil tests and by scoring role-playing interviews prior to and following training. The data

show that the interviewing-counseling skills of the participants were considerably improved at the end of training. Tables and appendices of paper-and-pencil tests are included. (Author/NM)

ED 092 842 CG 008 998

Wertz, Richard D.

The University Quadrangle of the University of Pennsylvania: A Successful Experiment in the Revitalization of Residential Living.

Pub Date 74

Note—8p.; Presented at the Annual Convention of the American College Personnel Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Housing, College Students, *Dormitories, *Educational Facilities, Institutional Role, Program Descriptions, *Residential Colleges, Speeches, Student Participation, *Student Personnel Programs

This speech describes the residence hall program at the University Quadrangle at the University of Pennsylvania. Most of the structures comprising the quadrangle are one-half to three quarters of a century old, hence, they had become increasingly unpopular as a choice of campus residences. However, without major renovation, and with only minor expenses, the University Quadrangle has been turned into the most popular student residence on campus, through the efforts and imagination of a dedicated staff. The author attributes the new popularity of the hall to these innovations: (1) house projects—the living units are divided into distinct houses with different emphasis and interests as determined by the residents; (2) faculty in residence; (3) co-educational living; (4) a student run coffee house; (5) a dark room for a student photography guild; and (6) acquisition of a potter's wheel and woodworking bench with a room set aside for their use. Special programs initiated include a faculty-student lunch program, a bimonthly film series, a Quad theater group, and various programs featuring special talents of the staff. Included in this paper are copies of various posters and advertisements for the above mentioned activities. (Author/HMV)

ED 092 843 CG 008 999

Witchel, Robert

Gestalt Therapy and the Counseling Practicum: A Marriage.

Pub Date Apr 74

Note—6p.; Paper presented to the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Clinical Experience, *Counseling Theories, *Counselor Training, *Field Experience Programs, Helping Relationship, Models, *Practicums, Practicum Supervision, Speeches

Identifiers—*Gestalt Therapy

This paper briefly summarizes the literature relating to the counseling practicum experience, as well as reviews the development and basic principles of Gestalt therapy. A marriage between the Gestalt therapy approach and the counseling practicum is developed as follows: "Experiential learning, the here-and-now, I-and-thou, and integrating thinking and feeling are all aspects of Gestalt therapy and the counseling practicum." Two dialogues are presented as examples of using this supervision model in the practicum. The role of the supervisor is crucial to this supervision model and is explored. (Author)

ED 092 844 CG 009 000

Wynn, H. Helena

The Undergraduate Fellowship Program (Peer-Tutoring).

Pub Date Apr 74

Note—8p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Students, *Individualized Programs, Interaction, *Peer Groups, Program Descriptions, Speeches, *Student Teacher Relationship, *Tutorial Programs

This paper summarizes the results of a proposal written for an undergraduate fellowship program involving peer-tutoring. The program was established to provide tutor-fellows for students

experiencing difficulties in their college curriculum. Inclass participation of the tutor allowed for closer classroom observation of student behavior and instructor techniques. Contributions by the tutor-fellow to classroom activities were permissible at the teacher's discretion. Positive gains generated through the Undergraduate Fellowship Program were many, such as: (1) improvement in communication and integration of activities between departments; (2) improvement of relationships between the instructor and students; (3) more responsible and independent participation of the students in classwork; and, (4) more conscientious preparation of students for classes. The Undergraduate Fellowship Program was viewed not only as a supportive aid to the students in need of assistance with their courses but also as a self-fulfilling experience for the students who served as tutor-fellows in the program. (Author/PC)

ED 092 845 CG 009 002

Shaffer, John D.

Committee Report: Privileged Communications. American School Counselor Association, Washington, D.C.
Pub Date Apr 74

Note—31p.; Presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Confidentiality, *Counselor Role, *Speeches, *State Laws, *Student Rights

Identifiers—*Privileged Communication

Privileged Communications refers to that information which belongs to the student, is shared with the counselor, and may be released only upon authorization by the student involved. This document seeks to identify states which have a stated communications privilege for school students and counselors. The report, which has complete information from 47 states, lists contact persons in each state where additional data can be obtained. The respondents in each state were asked to provide information on existing statutes which relate to privileged communications, pending legislation or legislation which did not pass a state legislature during past sessions. As a result of this report, the American School Counselor Association's Governmental Relations Committee is preparing "How To" workshops which will show legislation leaders how to put a privileged communication's legislative package together. (Author/PC)

ED 092 846 CG 009 003

Schowalter, Lynn M.

The Relationship of High School Curriculum and Other In-School Characteristics to Employment Success One Year After Graduation. Vocational Development Study Series, Monograph Number 16.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Mar 74

Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Planning, *High School Graduates, Longitudinal Studies, Occupational Guidance, *Performance Factors, *Predictive Validity, Shop Curriculum, Student Characteristics, Task Performance

This study compares selected in-school characteristics found to be significantly related to in-school success, to on-the-job success as measured by the employer's evaluation. Subjects were male high school graduates of both academic and vocational curricula who were actively employed approximately one year after graduation. The research questions in this study are concerned with a comparison of job satisfactoriness (success as rated by the employer) for vocational and academic high school graduates, and the relationship of ninth grade student characteristics to job satisfactoriness approximately one year after graduation. Results indicate, in part, that: (1) neither the academic nor the vocational curriculum can be said to better prepare male graduates for employment one year after high school based on the employer's evaluation; (2) the male graduate's verbal and numerical aptitude, and the sa-

lary received are most predictive of on-the-job success; (3) all of the factors related to on-the-job success were also related to in-school success; (4) the ability of ninth grade characteristics to predict on-the-job success as defined in this study is of significant magnitude. (Author/HMV)

ED 092 847 CG 009 004

Kapes, Jerome T. Rollins, Robert D.

The Ninth Grade Characteristics of Students Enrolled in Selected AVTS Programs in Twelfth Grade. Vocational Development Study Series, Monograph Number 19.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Jun 74

Note—123p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Counseling Programs, *High School Students, Longitudinal Studies, Occupational Guidance, Secondary School Students, Shop Curriculum, *Student Characteristics, *Technical Education, *Vocational Education

This monograph is one of 20 to be produced by the Pennsylvania Vocational Development Study. The purpose of this profile analysis is to provide both guidance and program planning information for the three school systems involved in the project, as well as similar school systems. This report focuses on describing the student sample in terms of their ninth grade characteristics as they relate to their twelfth grade shop program. Chapter I describes the community from which the student sample was drawn. Chapter II describes the primary variables utilized in the report, and Chapter III contains tables and figures related to the findings. Data presented here may be utilized as a frame of reference for vocational counselors or school administrators. (Author/HMV)

ED 092 848 CG 009 005

McQuay, Paul L.

Shop Achievement as an Outcome of One Year Versus Two Years of AVTS Instruction. Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—M-18

Pub Date May 74

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Achievement Gains, *Area Vocational Schools, *Curriculum Evaluation, Educational Diagnosis, High School Students, *Industrial Education, Research Projects, School Planning, *Shop Curriculum, Technical Education

Identifiers—*Ohio Trade Industrial Education Achievement Test

The purpose of this study was to compare the shop achievement of secondary vocational-technical students who received one year versus two years of Area Vocational/Technical School (AVTS) instruction. One group attended the AVTS for both the 10th and 11th grade, while the other attended only for the 11th grade year. The criterion variable used to make the comparison was the Ohio Trade and Industrial Education Achievement Test. When ability was not taken into consideration, the one year group did at least as well as the two year group in terms of shop achievement. When differences in ability were taken into account the finding suggests that those students who received twice as much instruction did somewhat better on the shop achievement test as a total group. Beginning AVTS instruction in 10th grade appears to result in greater shop achievement at the end of 11th grade than taking shop only in 11th grade; however, the amount of increase in achievement appears to be small and may not be of practical importance. Differences are variable from one specific trade knowledge area to another, and from one shop program to another. The importance of any differences depends somewhat on what basic knowledge is necessary to a specific trade or trade area. Some shop programs may suffer more than others from the elimination of the 10th grade year. (Author/NM)

ED 092 849 CG 009 006

Roessler, Richard T.

Drug Abuse and School Children: A Survey and Analysis.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ARR&TC-735

Pub Date Jan 73

Note—39p.

Available from—Arkansas Rehabilitation Research and Training Center, Hot Springs Rehabilitation Center, Reserve Avenue, Hot Springs, Arkansas 71901

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adolescents, *Drug Abuse, *Elementary School Students, *Parent Child Relationship, Questionnaires, Research Projects, *Social Attitudes, Social Values, *Student Attitudes

The purpose of this paper is twofold: (1) to survey the nature of the drug abuse problem among younger students; and (2) to determine whether profiles from abuse research on older student groups apply to a younger student sample. Subjects were 676 fifth graders in a semi-urban area. Incidence data on drug use and availability were gathered through anonymous questionnaires administered during school. Students indicated the number of times they had taken a drug, how many times they had been offered a drug, and how many boys and girls they knew who took drugs. To determine whether a current adolescent drug abuse profile applied to the younger sample, questions and scales were developed from Wiener's research on English school children. Results indicate that use of drugs is not a major problem for this particular fifth grade group although drugs were available to them. No indication of a general drug-prone profile developed for the sample. (Author/HMV)

ED 092 850 CG 009 009

Althoff, Michael E.

The Development of a Test to Assess Drug Using Behavior.

Pub Date Oct 72

Note—28p.

Available from—Department of Psychology, Southern Illinois University, Carbondale, Illinois 62901

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Attitudes, *Behavior Patterns, *College Students, *Drug Abuse, *Research Projects, *Test Construction

The objective of the study was to develop a test which could measure both the qualitative and quantitative aspects of drug-using behavior, including such factors as attitudes toward drugs, experience with drugs, and knowledge about drugs. The Drug Use Scale was developed containing 134 items and dealing with five classes of drugs: marijuana, hallucinogens, stimulants, depressants, and opiates. Study subjects were male and female college students. Results of the assessment showed a positive relationship between attitudes, experience, and knowledge subtests. Drug users obtained higher knowledge scores than did nonusers, and showed more positive attitudes toward drugs. The study concludes that the Drug Use Scale is reliable. (Author/EK)

ED 092 851 CG 009 022

Garner, Sadie B. And Others

Adolescence and the "Identity Crisis." A Curriculum Guide.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adolescence, *Behavior Development, Curriculum Guides, *Identification (Psychological), Interaction, *Literature Programs, Research Projects, *Self Actualization, Social Psychology

The adolescent's exploration of himself and his relationship to other individuals, as well as the interaction between the social and physical environment and his own behavior are among the goals of the Identity Unit. The unit infuses these objectives with the cognitive components of a junior-senior English literature curriculum. This guide offers an expanded explanation of the manner in which the unit was developed, the

general concepts of the unit and its educational objectives, as well as specific materials and techniques used to meet these objectives. Informal evaluation of the course by teachers and students suggests that students enjoyed the process of self-discovery and experienced positive changes in self-esteem. (Author/PC)

ED 092 852 CG 009 023

Globetti, Gerald. *And Others*
Alcohol and Crime: Previous Drinking Careers of
Convicted Offenders.

Pub Date 74
Note—20p.; Paper presented to the Midwest
Sociological Society (Omaha, Nebraska, April
1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Alcoholism, *Anti Social Behavior,
Corrective Institutions, Demography, Males,
*Prisoners, Rural Population, *Social Character-
istics, *Socially Deviant Behavior, Speeches

The purpose of this study is twofold: (1) to describe the distribution of a selected set of socio-demographic variables among a random sample of inmates of a relatively large southern state penitentiary, and (2) to correlate their drinking careers to patterns of deviant acts. The ensuing analysis emphasizes the racial composition of the sample and the relationship between the subculture of the two major racial groups and drinking styles leading to offensive behavior. Results of correlations between drinking behavior and crime are presented throughout the paper. They reveal that a very large majority of inmates tend to be "regular" drinkers, that a substantial portion of the inmates had previously experienced personal social complications as a result of drinking, and that these experiences created the "ideal" circumstances conducive to the commitment of the criminal act. The results show strong evidence to support the relationship between drinking behavior and rate of recidivism. Study limitations were twofold: (1) its design sought only to explore commonalities between deviant acts and drinking; and (2) several important variables pertaining to the inmates' first experiences with alcohol were not examined. (Author/PC)

ED 092 853 CG 009 024

Gottfredson, Gary D. Holland John L.

Vocational Choices of Men and Women: A Com-
parison of Predictors from the SDS.

Johns Hopkins Univ., Baltimore, Md. Center for
the Study of Social Organization of Schools.

Spons Agency—Johns Hopkins Univ., Baltimore,
Md.

Pub Date May 74

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Career Planning, College Students,
*Occupational Choice, *Occupational
Guidance, *Predictive Measurement, Research
Projects

Identifiers—Holland (John L.), *Self Directed
Search

Several predictors of occupational choice derived from a theory of careers (Holland, 1973) were examined. Hypotheses that a person's competencies, activities, self-estimates, interests, and vocational choices can be organized by a six-category typology to understand and predict subsequent choice were tested. Samples of 894 men and 989 women took the Self-directed Search (SDS) at entry into two colleges and reported their occupational choices one or three years later. All hypotheses received support, although the predictions varied in efficiency. Other analyses indicated that current vocational choice is the best predictor of later choice, and that scores based on sex-specific norms are less efficient predictors than raw scores. The findings support both the theory and the validity of the SDS assessment for men and women. Extrapolations from these conclusions are limited by the nature of the criteria and the population tested (College students). (Author/PC)

ED 092 854 CG 009 025

Harrison, Danny E. *And Others*

Premarital Sexual Standards of Rural Youth: An
Examination of the Reiss Hypothesis.

Pub Date Apr 74

Note—23p.; Paper presented to the Midwest
Sociological Society (Omaha, Nebraska, April
1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adolescents, *Comparative Analy-
sis, *Racial Differences, Rural Youth, *Sex
Differences, *Sexuality, *Socialization,
Speeches

Identifiers—*Premarital Sexual Standards

This study measures and evaluates the premarital sexual standards of a sample of adolescents residing in a small Mississippi community. On the basis of their response patterns to a set of Guttman scale items, the students were classified into three standards: abstinence, double standard, and the single standard of permissiveness. A racial comparison of the Mississippi sample with Reiss' Virginia student sample revealed striking similarities with one exception—a significantly higher proportion of Mississippi whites endorsed permissiveness without affection. The Mississippi data, however, failed to give strong support to the presumed prevalence of the double standard. Moreover, several social factors examined appeared to influence the standards of whites and females to a greater extent than those of Negroes and males. Accordingly, the results suggest that residence does not significantly differentiate standards of premarital permissiveness among adolescent youth. (Author/PC)

ED 092 855 CG 009 026

Holland, John L. Gottfredson, Gary D.

Applying a Typology to Vocational Aspirations.

Johns Hopkins Univ., Baltimore, Md. Center for
the Study of Social Organization of Schools.

Spons Agency—Johns Hopkins Univ., Baltimore,
Md.

Report No—176

Pub Date Jun 74

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Adults, *Aspiration, College Stu-
dents, *Decision Making Skills, *Occupational
Choice, Predictive Validity, Research Projects,
Secondary School Students, *Vocational Coun-
seling

Identifiers—Holland (John L.), *Self Directed
Search

The psychological meaning and predictive value of a person's vocational aspirations were examined by applying Holland's typology to the vocational aspirations of high school juniors (N=1,005), college juniors (N=692), employed adults (N=140), and a second sample of college students studied over a 1 year interval (N=624). The aspirational data were obtained from the Daydreams section of the Self-Directed Search (Holland, 1972). Categorical and correctional analyses show that a person's retrospective vocational aspirations have coherence and yield efficient predictions. In addition, the degree of coherence or similarity among a person's vocational aspirations provides a potentially useful index of a person's decision-making ability. Vocational aspirations were also found to be more predictive of future vocational status than were interest inventories, suggesting that these aspirations can serve as a validity check on the Self-Directed Search itself. (Author/PC)

ED 092 856 CG 009 027

Hutchison, Leila Lynne Santoro, David A.

A Systems Model of the Rehabilitation Counseling

Process.

Pub Date Apr 74

Note—31p.; Presented at the American Educa-
tional Research Association Annual Meeting
(Chicago, Illinois, April, 1974)

Available from—Leila L. Hutchison, 3263 Or-
mond Road, Cleveland Heights, Ohio 44118

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Counselor Role, *Handicapped,
*Models, *Rehabilitation Counseling,
Speeches, *Systems Analysis, Systems Ap-
proach, *Vocational Counseling

The systems model described in this paper out-
lines the rehabilitation counselor's function as he
assists a client toward his final vocational goal.
Twelve major components are outlined. Assess-
ment of the client's potential is suggested as the
counselor's major function in components 1
through 6, while planning and delivering services
to assist the client becomes the major concern in
components 7-12. These two major functions of
the counselor, assessment and service delivery,
are intertwined throughout the rehabilitation
process. The systems model approach provides

three useful functions which will enable coun-
selors and counselor educators to promote the
goals of rehabilitation. The model clarifies the
counseling process, educates counselors in train-
ing as to their function as 'rehabilitators,' and
communicates the rehabilitation process to com-
munity members, thus promoting good public
relations and encouraging the referral of han-
dicapped persons to rehabilitation agencies where
they may be assisted toward independence.
(Author/PC)

ED 092 857 CG 009 028

Iven, Donna

Sex Roles in Sexual Behavior: An Historical Per-
spective.

Pub Date [73]

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Females, *Historical Reviews,
*Role Perception, *Sex Role, *Socialization,
Speeches

This paper attempts to trace the historical and
societal development of sex roles as related to
women in today's society. Discussions include the
role of the female in tribal societies, the develop-
ment of monogamous marriage, and the societal
influences which identify a woman primarily as a
housewife and mother from the 16th-20th centu-
ries. Careful consideration is given to the so-
cialization of sex roles in children and how this
relates to marriage expectations. The feminist
movement is viewed as an attempt to equalize sex
roles in education, sexuality, and the world of
work. (Author/PC)

ED 092 858 CG 009 029

Kapes, Jerome T. Pawlowski, Vladimir

Characteristics of Vocational-Technical Instructors
and Their Relationship to Student Shop
Achievement. Vocational Development Study
Series, Monograph Number 17.

Pennsylvania State Univ., University Park. Dept.
of Vocational Education.

Spons Agency—Pennsylvania Research Coor-
dinating Unit for Vocational Education, Har-
risburg.

Pub Date Apr 74

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Academic Achievement, *Effec-
tive Teaching, *Industrial Education, Research
Projects, Shop Curriculum, Student Teacher
Relationship, *Teacher Evaluation, Vocational
Development, *Vocational Education

Identifiers—*Ohio Trade Industrial Education
Achievement Test, OTAT

This study attempts to examine three basic
characteristics of vocational-technical instructors
(industrial experience, teaching experience, and
college credits earned) in terms of their relation-
ship to student shop achievement as measured by
the Ohio Trade and Industrial Education
Achievement Tests (OTAT). Rated in the study
sample were 31 instructors, and 876 junior and
senior students from three vocational technical
schools. Findings from the study indicate that of
the three teacher characteristics, the greatest
relationship existed between teaching experience
and college credits earned, although only college
credits earned demonstrated a significantly posi-
tive relationship to student shop achievement. In
some cases, years of industrial experience ap-
peared to be negatively related to shop achieve-
ment. Findings further pointed to a relatively low
relationship between student ability and shop
achievement, a result which was not expected.
(Author/PC)

ED 092 859 CG 009 030

Kurth, Suzanne

A Process of Identity Transformation for the
Never Married Woman.

Pub Date 74

Note—22p.; Revision of a paper presented at the
Meeting of the Midwest Sociological Society
(Omaha, Nebraska, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Career Choice, *Females, Identifi-
cation (Psychological), *Life Style, *Marital
Status, *Role Conflict, Self Actualization, *So-
cialization, Social Relations, Speeches
Women who occupy the status of "never-mar-
ried" form a social category virtually ignored by

social scientists. The socialization and sex role literature indicate the normative expectation for middle class females is for adult life to be based around marriage, so those women who never marry deviate from societal expectations. And, women who never marry usually deviate from the expectations of their associates and themselves, since the never-married role and identity generally are evaluated negatively. This analysis draws from existing studies, singles' advice books, and personal observations in considering the transformations of identity of women who do not follow the expected role sequence moving from eligible singles to married women, but instead become old maids. The processual nature both of recognition of the possibility of never marrying, as well as the strategies employed in adjusting to the unmarried role are analyzed. (Author)

ED 092 860 CG 009 036

Melamed, Audrey

Personality Characteristics of Women Religious: A Three Year Follow-Up.

Pub Date Apr 74
Note—16p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Catholics, *Church Workers, Females, *Nuns, *Nun Teachers, *Personality Studies, Research Projects, Social Attitudes, Speeches

Identifiers—16 Personality Factor Questionnaire, *Personal Orientation Inventory

Sixty-two women religious were administered the 16 Personality Factor Questionnaire (16-PF) and the Personal Orientation Inventory in 1969 and again in 1972. The Pearson product-moment correlations on the 16-PF ranged from .18 to .77; the mean correlation was .36. Statistical significance was reached on 14 to 16 factors. In a "t" difference analysis, significant differences were found on 9 of 16 factors. The Pearson product-moment correlations on the Personal Orientation Inventory ranged from .12 to .82 with a mean of .59. Statistical significance was reached on 11 of the 12 scales indicating that for individual women the relative ordering remained essentially the same except for the way in which they viewed the dichotomies of life. In a "t" difference analysis, significant differences were found on 4 of the 12 scales. The results indicate that various personality characteristics have shifted in the direction of increased self-awareness, self-sufficiency, and inner resourcefulness. As a group, women religious appear to be more inner-directed, more aware of self-actualizing values, and more spontaneous with a higher regard for themselves. The investigators suggest that these shifts might, at least in part, be due to the growing modernization within religious communities and the resultant increasing flexibility and freedom of choice for women religious. (Author)

ED 092 861 CG 009 039

Miller, Dorothy Dawson, William

Worlds that Fall Part II: Disbanded Worlds: A Study of Returns to the Mental Hospital.

California State Dept. of Mental Hygiene, Sacramento. Bureau of Research.

Pub Date 65

Note—88p.; Research Monograph No. 7

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Health Services, *Institutionalized (Persons), Mental Health Programs, *Mental Illness, *Patients (Persons), *Psychiatric Hospitals, Rehabilitation, Research Projects, Social Workers

Little is presently known of the implications and consequences of rehospitalizations of former mental patients. This research attempts to assess the consequences of rehospitalization for the patient, his family and for the professional (his psychiatric social worker) who attempted to serve him while he lived in the community. It examines the ways in which the various persons involved perceive the patient's role in the community and his readmission. It is based on data concerning 249 consecutive readmissions of leave of absence patients occurring at Stockton State Hospital during a five and one-half month period. Results indicate that rehospitalization causes a breakdown in communication between the patient and his family, and that overt rejection is

often the result. Also, those patients who are able to be self-supporting financially are least likely to be readmitted to the hospital. (Author/HMV)

CS

ED 092 862 CS 000 911
Elementary and Middle School Reading Program.

Avon Public Schools, Conn.

Pub Date 69

Note—129p.

Available from—Business Office, Avon Public Schools, 34 Simsby Road, Avon, Connecticut 06001 (\$5.50. Make checks payable to Avon Publishing Account)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Academic Achievement, *Continuous Progress Plan, Curriculum Guides, Elementary Grades, Informal Reading Inventory, Junior High Schools, Kindergarten, Nongraded Classes, *Nongraded System, Parent Teacher Conferences, Reading, Reading Ability, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Teaching Guides

Identifiers—Avon Connecticut Public Schools

The purpose of this guide is to acquaint teachers with Avon's Nongraded Program and to make available to them a comprehensive set of guidelines relative to the concept of non-gradedness and its subsequent implementation. The contents include a listing of the national sequence of change in elementary school organization, a discussion of the local processes of change in an elementary school organization, a comparison of graded and nongraded structures, questions and answers on Avon's nongraded program, a discussion of the general structure and implementation of reading in Avon's nongraded program, a physical readiness checklist, a social readiness checklist, informal reading inventories for 23 levels, suggestions for conducting parent-teacher conferences, suggestions for reporting to parents, examples of progress reports for kindergarten children, progress reports for primary children, examples of reporting intermediate students' progress, an example of a letter to be used for transfer of students to other school districts, a summary, and a glossary of reading terms. (WR)

ED 092 863 CS 001 015

Watson, Dorothy J. Harper

A Psycholinguistic Description of the Oral Reading Miscues Generated by Selected Readers Prior to and Following Exposure to a Saturated Book Program.

Pub Date 73

Note—253p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-31,791, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 5, *Miscue Analysis, *Paperback Books, Reading, Reading Ability, *Reading Achievement, *Reading Comprehension, *Reading Development, Reading Improvement, Reading Materials, Reading Research, Reading Skills

Identifiers—*Ludington Reading Room

This study was concerned with the use of a large quantity of paperback books in a school reading program and the effect of such a saturated book environment on the reading of individual students. The oral reading miscues made by 27 fifth graders prior to and immediately following their exposure to a Ludington Reading Room which housed over 3,000 paperback books were analyzed, using the Reading Miscue Inventory. The miscues made prior to the paperback book experience were compared with those made after the four-month exposure. The results indicated that as a total group, there were statistically significant gains in the readers' abilities to use syntactic and semantic information and in their comprehension of the characters and content of the story; there was a tendency for all subgroups to increase their reading proficiency, with the low readers making the most significant gains; and all of the subjects, for the most part, became more proficient and mature readers. (Author/WR)

ED 092 864 CS 001 019

Thornton, Mervin F.

A Psycholinguistic Description of Purposeful Oral Reading and Its Effect on Comprehension for Subjects with Different Reading Backgrounds.

Pub Date 73

Note—277p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-31,787, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 5, Individualized Reading, *Miscue Analysis, Oral Reading, Paperback Books, Reading, Reading Ability, Reading Achievement, *Reading Comprehension, Reading Development, *Reading Research, *Reading Skills

Identifiers—*Ludington Reading Room

The purpose of this study was to describe the effect that providing a specific purpose for reading a selection had on the reading behavior exhibited by subjects with different reading backgrounds, and on their comprehension of the material read. The subjects in this study were selected from the fifth grade in two schools on the basis of their slightly below average reading ability as determined by the Stanford Diagnostic Reading Test. Eight subjects were chosen from a school in which a Ludington Reading Room (LRR) existed and which they had used extensively while the other eight subjects were chosen from a school without an LRR. The oral reading and the oral retelling of the stories by each subject were tape recorded. From the tapes, miscues were analyzed and comprehension ratings assigned to the retellings. Cloze tests were also marked to obtain the other comprehension ratings. The results indicated that the availability and use of a wide selection of paperback books in an LRR appeared to increase the efficiency of the subjects in almost all aspects of the reading process; when a specific purpose was set for reading, an interference phenomenon appeared to reduce the efficiency of the reading process; and comprehension was not affected by purpose in either group of subjects. (Author/WR)

ED 092 865 CS 001 039

Lawson, Robert Ewell

A Comparison of the Development of Self-Concept and Achievement in Reading of Students in the First, Third, and Fifth Year of Attendance in Graded and Nongraded Elementary Schools.

Pub Date 73

Note—101p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-2940, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, Grade 1, Grade 3, Grade 5, Grading, *Nongraded System, *Reading Achievement, Reading Instruction, *Reading Research, *Self Concept, Sex Differences, Student Development

The purpose of this study was to compare the development of self-concept and achievement in reading of students in the first, third, and fifth year of attendance in graded and nongraded schools. The population of this study was composed of 338 selected students from six elementary schools in Kokomo, Indiana, and the experimental group was composed of students from three nongraded schools. The basic hypothesis was that there were no significant differences between the graded and nongraded groups or between boys and girls in each of these groups. Significant differences at the .01 level were found between the reading achievement scores of the graded and nongraded groups, and the achievement in reading of students in the nongraded programs was significantly higher. As a group, the mean scores of students in nongraded schools were higher at every level than the mean scores for students in the graded schools. As a group, girls scored higher in reading than boys at every level. Boys and girls in the nongraded groups scored higher in reading at every level than their counterparts in the graded groups. No significant differences in self-concept were found between the groups, and no significant differences were found between self-concept and reading achievement of the groups during the first and third years, but the significance was .05 in the fifth year. (Author/RB)

ED 092 866

CS 001 047

Hayes, Bernard Lee

The Effect of Written Prequestioning at Three Levels of Reading Comprehension on Fifth Grade Students.

Pub Date 73

Note—159p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-1716, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 5, *Questioning Techniques, Reading, *Reading Comprehension, Reading Development, *Reading Research, Reading Skills, Teaching Techniques

The purpose of this study was to determine the effect of written prequestioning on the reading comprehension of fifth grade students. The sample consisted of 144 fifth grade students randomly selected from six elementary schools and randomly assigned to one of two groups: half of the subjects received questions to guide their reading prior to each of the reading selections, while the other half did not. The reading material used in the study consisted of three reading passages, each approximately 1,025 words in length, which were judged to be at the fourth, fifth, and sixth grade reading levels. Twenty multiple-choice questions were constructed for each of the reading passages. The questions were classified as recall, inference, or evaluative types of comprehension questions based on Barrett's Taxonomy. Twenty-one null hypotheses were tested to ascertain the effect of prequestioning on the reading comprehension of the subjects. The results indicated that the prequestioning technique utilized in this study had no significant effect on the reading comprehension of the fifth grade students. (Author/WR)

ED 092 867

CS 001 068

Mulcahy, George Joseph

A Comparison of the Traditional Methods Approach and the Linguistic Methods Approach to the Teaching of English Grammar and Composition to College Freshmen.

Pub Date 73

Note—133p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6976, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Freshmen, *Composition (Literary), Doctoral Theses, *English Instruction, *Grammar, *Linguistics, *Teaching Methods

The purpose of this study was to compare two different methods of teaching college-level English grammar and composition, the linguistic method and the traditional method, to freshman students at a large midwestern university. English students enrolled in the introductory English grammar and composition course served as subjects. The experimental group was taught by the linguistic approach, and the control group was taught by the traditional methods approach. During the course of the semester, the students of both groups were asked to compose seven themes covering selected subjects and subject areas. A standardized method of grading compositions was used to assign numerical values to each theme; the first theme and the last theme were considered to be pretest-posttest measures. An analysis of covariance was used to test the two hypotheses and to control the effects of the discrepancies reported among various biographical measures at the same time. The results indicated that those students who had been taught by the linguistic methods approach made significantly greater gains in grammar and composition than the control group. (Author/WR)

ED 092 868

CS 001 082

Freiberger, Rema

The New York Times Report on Teenage Reading Tastes and Habits.

New York Times Co., N.Y.

Pub Date 74

Note—15p.

Available from—The New York Times Company, 229 W. 43rd St., New York, New York 10036 (\$1.00)

Document Not Available from EDRS.

Descriptors—Booklists, Library Surveys, National Surveys, Reading Habits, *Reading Interests, *Reading Research, *Teenagers

In order to learn whether teenagers are reading books and, if so, which books they choose, "The New York Times" conducted a fact-finding project. Questionnaires were mailed to the school librarians and English chairmen of 7000 secondary and intermediate schools. The wide variety of answers to observable trends necessitated the analysis of a random sampling of 100 replies, which showed 24 percent of the readers evincing a growing interest in the occult, witchcraft, magic, spiritualism, astrology, and the bizarre; 11 percent interested in problems of the 1970s; 10 percent reading more serious advanced materials; and the remaining replies divided among 13 other categories. Overall ratings by librarians of types of books revealed the fiction-novel remains most popular, followed by mystery-suspense, science fiction, and biography-autobiography, with about 40 percent of the top 25 books having been written for adults. (A list of the 300 most popular books, keyed according to popularity, is included.) (JM)

ED 092 869

CS 001 092

Gallo, Donald R.

Recipes, Wrappers, Reasoning and Rate: A Digest of the First Reading Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—02-R-30

Pub Date Apr 74

Note—77p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Adolescents, Adults, Children, *Educational Assessment, *National Surveys, Reading, Reading Ability, Reading Interests, Reading Level, Reading Research, *Reading Skills

Identifiers—*National Assessment of Educational Progress

Conducted from October 1970 through August 1971, this assessment of reading was concerned with four age levels—9, 13, 17, and 26-35. A total of 98,016 people responded to a wide variety of reading exercises which were administered and scored by trained professionals. The results were then examined according to various group characteristics: sex, color, parental education, region of the country, and size and type of community (STOC). Reading objectives were formulated and reviewed by a cross section of scholars, educators, students, and lay citizens. The first five objectives represented the individual's ability to comprehend, analyze, use, reason logically, and make judgments concerning what he had read. The sixth reading objective was concerned with attitudes toward and interests in reading. Some of the results indicated that there is a correlation between membership in certain groups and a low or high level of success on reading exercises, that school-age males read consistently below females, that blacks were consistently below the national population, that people from the Southeastern States were consistently below their counterparts in other States, and that students from inner-city areas read less well than those from any other STOC group. (WR)

ED 092 870

CS 001 093

Cooper, Arline

The Psychotherapy and Reading Clinic.

Pub Date 73

Note—113p.; Researched at George Washington University, Washington, D.C.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Elementary Grades, Reading, Reading Ability, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Skills, *Remedial Reading Clinics, Teaching Techniques

The theoretical basis for a Figurative Therapy Reading Clinic in the elementary schools and the tentative structure for implementing that clinic as a pilot project are described in this paper. The contents include: "Figurative Therapy Defined," which refers to the psychoanalytic approach to

art therapy; "The Objectives of the Figurative Therapy Reading Clinic," which discusses isolating and treating emotional impediments that may underlie a student's nonreading; "The Advantages of a Figurative Therapy Reading Clinic," which discusses the principal object of therapy and figurative expression of young children; "Implementation of a Pilot Figurative Therapy Reading Clinic in the Elementary School," which discusses staff composition and background, selection of children for the pilot, proper learning environment, free expression and pure color techniques, and a series of figurative therapy tasks presented in standard, teacher lesson plan form: "A Case Study," which describes the use of figurative therapy with a fourth grader classified as a student with reading problems; "Attaining Fluency in Reading," which looks at specific types of reading skills and techniques of instruction; and "Costs," which outlines the anticipated costs of implementing such a program. (WR)

ED 092 871

CS 001 095

Bibliography. Books for Children. 1974 Edition. Association for Childhood Education International, Washington, D.C.

Pub Date 74

Note—112p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$2.75, Orders under \$5.00 must be prepaid by check payable to ACEI)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Adolescent Literature, *Annotated Bibliographies, *Childrens Books, Childrens Literature, Folklore Books, Reading, *Reading Materials, *Reading Material Selection

The books selected for this bibliography were measured against commonly accepted literary standards. Fiction was considered in terms of important themes: substantial plots, effective style, valid management of time and place settings, and believable characters whose personalities hold significance for children from preschoolers to 14-year-olds. Nonfiction was selected for its accuracy, its style, and the pertinency of its subject matter to the age level addressed, to objectively identified reading interests of children, and to curriculum relationships. The contents include: "Introduction"; "Awards and Their Symbols"; "Using the Bibliography"; "Picture and picture Story Books," which looks at ABC books, books with no or few words, fiction and folklore, and nonfiction; "Reading in Its Early Stages," which presents fiction and folklore and nonfiction; "For Middle and Older Children," which lists fiction, folklore, and nonfiction books; "Poetry and Verse," which lists anthologies and single writers; "Religion"; and "Story and Miscellany Collections," which is divided into the categories of general, seasons and holidays, reference books, directory of publishers, index of titles, and index of authors. In addition, four recurrent themes of fiction are shown by symbols to aid in quick reference. (WR)

ED 092 872

CS 001 101

Staiger, Ralph C., Ed.

The Teaching of Reading.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—213p.; A collection undertaken by the International Reading Association on behalf of Unesco

Available from—Ginn and Co., Lexington, Massachusetts 02173 (\$7.50 paper)

Document Not Available from EDRS.

Descriptors—*Developmental Reading, Elementary Education, *Instructional Materials, *Reading Instruction, Reading Programs, Reading Research, Student Evaluation, Teacher Education, *Teaching Techniques

Designed as a sourcebook, this volume considers reading instruction as a complex, intellectual task rather than as just a matter of pronunciation of words. It is designed for both teachers and parents interested in developing the language and concepts of children. Contents include "Reading in Today's World" by Ralph C. Staiger, "Learning to Read" by Dina Feitelson, "Ways of Teaching" by Marion D. Jenkinson, "Materials for Reading" by Ralph C. Staiger, "Evaluating Progress" by Miles A. Tinker, "Retardation" by Eve J. Malmquist, "The Preparation of Teachers

and Specialists" by H. Alan Robinson, "Organization and Development of Programmes" by Omar Skander, "Developing Materials for Instruction" by Constance McCullough and Chinna Chacko, "Research in Reading" by Albert J. Harris and Eve J. Malmquist, and "Looking for Better Ways to Teach Reading" by Ralph C. Staiger. (RB)

ED 092 873 CS 001 102
Focus on Reading: A Report of the Consortia Reading Specialist Conference (Washington, D.C., November 7-9, 1973).
Institute for Services to Education, Washington, D.C.

Pub Date Jan 74

Note—83p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—College Curriculum, *College Programs, *Conference Reports, *Curriculum Development, Linguistics, Reading, Reading Development, Reading Improvement, Reading Instruction, *Reading Programs

Identifiers—Institute for Services to Education

As a part of the Institute for Services to Education's (ISE) continuing effort to revise the curriculum and pedagogy of the Thirteen-College Curriculum Program (TCCP), the English staff of ISE brought reading specialists from the consortia schools together during the 1972 summer conference to examine the relationship of reading to TCCP. An outgrowth of that conference was the Washington Reading Conference, which brought together reading specialists from the Eight- and Five-College Consortia. This publication records the highlights of that conference: "About the Institute for Services to Education"; "About the Thirteen-College Curriculum Program"; "The Relationship of reading to TCCP," which presents talks given by the president, the vice-president, and the senior program associate, English, of ISE; "Consortia Reading Concerns as Expressed by Reading Specialists," which presents some of the major concerns of college reading specialists with their college students; and "Presentations by Special Consultants," which presents a talk on college reading curricula for black students and one on reading and linguistics. In addition, the "Appendices" present two reports on reading in the ISE English program and a list of conference staff members, consultants, and participants. (WR)

ED 092 874 CS 001 114

Pitman, James

Evidence Submitted to the Bullock Committee of Inquiry into Reading and the Use of English. Foundation Publication No. 18.

Initial Teaching Alphabet Foundation, London (England).

Pub Date Jul 73

Note—56p.

Available from—i.t.a. Foundation, 52 Vanderbilt Avenue, New York, New York 10017 (free while supply lasts)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Alphabets, *Beginning Reading, *Initial Teaching Alphabet, *Orthographic Symbols, Reading, *Reading Instruction, Reading Materials, Reading Research

This pamphlet deals with the principle of systematizing traditional orthography (TO) to produce initial teaching media and the application of that principle in Initial Teaching Alphabet (i.t.a.). Part I discusses: three causes of failure in literacy, the need for systematizing TO for the better learning of literacy, TO research with infants, systematized media, systematized TO, learning at age 3, and integrated language learning. Part 2 discusses teacher responsibilities, TO and i.t.a. research comparisons, the examination of 25 reservations and doubts concerning i.t.a. and TO, and the effectiveness of i.t.a. A list of references is also included. (WR)

ED 092 875 CS 001 115

Pidgeon, D. A.

Evidence Submitted to the Bullock Committee of Inquiry into Reading and the Use of English. Foundation Publication No. 16.

Initial Teaching Alphabet Foundation, London (England).

Pub Date 72

Note—24p.

Available from—The i.t.a. Foundation, 154 Southampton Row, London, W.C.1 (Single Copy Free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Alphabets, *Beginning Reading, *Initial Teaching Alphabet, *Orthographic Symbols, Reading, Reading Improvement, *Reading Instruction, Reading Materials, Reading Research

While it is appreciated that research on many of the details of early language learning is still required, one of the main themes of this paper is that solutions to the major problems of beginning reading are already known. In general, there has been a sufficiency of research, and what is now needed is action to implement the results already obtained. This action is needed in three areas: in helping to make good the severe deficiencies in oracy that exist in so many children before they come to school; in ensuring that teachers, both at the initial level and in service, are given better training in teaching beginners to read and are made aware of the results that research has already supplied; and in ensuring that steps are taken without delay to draw the attention of all concerned with education to the problems that are caused by using traditional orthography to teach beginners to read and to encourage the use of proven alternatives. (Author/WR)

ED 092 876 CS 001 128

Sloan, Margaret

Mutual Concerns of the International Reading Association and the P.T.A.

Pub Date May 74

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Parent Associations, *Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, Reading, *Reading Development, *Reading Improvement, Reading Instruction, *Reading Programs, Teacher Aides

Presented in this paper are some suggestions for cooperation between the schools and the Parent Teacher Association (PTA) for the improvement of children's reading ability. Suggestions for how the school can inform the parents about the school's reading program include: undertaking a long range study of the reading program in the school; explaining sequential skills programs and what a child experiences as he progresses from level to level; explaining the recordkeeping and evaluation system; providing training sessions for volunteer help and teacher aides; planning workshops for preschool parents; promoting story hours and book review sessions; and planning means where parents can receive help, ask questions, and receive answers. Suggestions for what the school can do to involve the parents and to enlist their services include: maintaining an open door policy; planning home visits, telephone calls to report on a child's progress, and social events; training parents to help out in the library; and providing activities parents can use at home with their preschool child. Suggestions for what parents can do to help the teachers and the school include volunteering to assist with extra-curricular activities, assisting with preschool roundups and vision and hearing tests, and serving as a resource person. (WR)

ED 092 877 CS 001 131

Manzo, Anthony V.

The Reading and Inquiry Complement.

Pub Date May 74

Note—6p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Questioning Techniques, Reading, Reading Comprehension, Reading Development, Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills

The research and development efforts cited in this paper deal with four related subsets: explicit questioning, purpose setting, implicit questioning, and social conventions related to classroom questioning behavior. The contents include "Inquiry Training as Reading Training," which discusses the importance of developing inquiry skills concurrently with reading skills; "Reading and Inquiry Curriculum," which discusses procedures needed to reduce inhibitions to curiosity and questioning, research and development efforts aimed at a comprehensive theory

and a set of strategies for improving inquiry skills and related reading skills, the reciprocal question procedure (ReQuest), questioning behavior of children, and the Guided Reading Procedure; and "Where to from Here," which discusses further work on inquiry training. (WR)

ED 092 878 CS 001 132

Liberman, Isabelle Y.

Speech and Lateralization of Language: Basic Research, Some Implications for Reading Disability.

Pub Date 71

Note—19p.; Reprint No. 39 "Bulletin of the Orton Society," 1971; Based on talk given at 21st Conference of Orton Society, Washington, D.C., November 1970

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), Phonics, *Reading Difficulty, Reading Improvement, *Reading Processes, Reading Research, Remedial Reading, *Speech

Identifiers—Language Lateralization

Basic research in speech and the lateralization of language is shown to illuminate the problems of reading and some of its disabilities. First, it is pointed out how speech for the ear differs from reading, or language for the eye. Perceiving speech is easy because, as members of the human race, we all have access to a special physiological apparatus that decodes the complex speech signal and recovers the segmentation of the linguistic message. Reading is hard because the phonemic segmentation, which is automatic and intuitive in the case of speech, must be made fully conscious and explicit. The syllabic method supplemented by phonics is suggested for remediation of segmentation problems. Second, it is posited that since the sounds of speech are processed differently from nonspeech sounds, the two should not be diagnosed and remediated interchangeably. Third, it is shown that the relationships among cerebral lateralization for language, handedness, and poor reading can now be studied more meaningfully because of the recent development of new techniques. (Author/WR)

ED 092 879 CS 001 137

Allington, Richard L.

The Use of Color Cues to Focus Attention in Discrimination and Paired-Associate Learning.

Pub Date May 74

Note—25p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Color, *Discrimination Learning, Kindergarten Children, *Paired Associate Learning, Reading, Reading Processes, *Reading Research, Visual Discrimination

This study was designed to determine whether subjects who received one of three treatments of color cues in an instructional program differed significantly on three learning tasks. Subjects were randomly selected from the kindergarten populations of two Michigan public schools and were assigned to one of three treatment groups. Eight letter-like figures were presented to the 102 subjects in one of the three treatments: no color, maximum color, and maximum color added and then vanished. Subjects were pretested on the ability to match the figures to form and to match the figures from memory. Following the completion of a teaching sequence, subjects were post-tested on the ability to match the figures to form, to match the figures from memory, and to associate a meaningless trigram with each figure. The results indicated that the vanished color treatment was significantly better than the no-color treatment. From the results it was concluded that the vanished color treatment enhanced the learning of visual discrimination, visual memory, and paired-associate tasks when compared to the no-color treatment and that this enhancing effect seemed to result from improved attention to the distinctive feature of a stimulus. (WR)

ED 092 880 CS 001 139

Hood, Joyce Kendall, Janet Ross

A Qualitative Analysis of Oral Reading Miscues of Reflective and Impulsive Second Graders: A Follow-up Study.

Pub Date Apr 74

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Grade 2, *Miscue Analysis, Oral Reading, Reading, Reading Ability, Reading Comprehension, *Reading Processes, *Reading Research, Reading Skills, *Reading Speed

Subjects within one reading level only were included in this study to determine reflective and impulsive subject groups on the basis of Matching Familiar Figures (MFF) test time and error scores within that reading level rather than over all levels, to use the same reading test passages for all subjects, and then to apply statistical tests of significance to any observed differences between subject groups. The subjects were all the second graders in the same midwestern city whose teachers had chosen a certain grade-level reader for their reading instruction. The MFF test was administered to all of the subjects. The subjects were then asked to read test passages aloud and an examiner audio-tape recorded and noted errors in the children's oral reading. The miscues were coded for: word order changes, substitutions of meaningful words, insertions, omissions, skipped words, and punctuation. Each miscue was categorized as graphically similar or dissimilar, as corrected or uncorrected, and as to its contextual appropriateness. The results indicated that no significant differences were found between reflective (REF) and impulsive (IMP) subjects in the proportions of graphically similar and contextually appropriate miscues, and IMP children appeared to correct fewer unacceptable miscues than REF subjects. (WR)

ED 092 881 CS 001 140
Sirassberg-Rosenberg, Barbara Shuell, Thomas J.
Organization, Breadth of Categorization and Free-Recall Learning in Children.
Pub Date Apr 74

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Classification, *Educational Research, Grade 5, Learning, *Learning Processes, Learning Theories, *Recall (Psychological)

The primary objective of this study was to determine the existence of a relationship between free-recall learning and breadth of categorization, an independent measure of conceptual organization. The relationship between breadth of categorization and more conventional measures of organization was also investigated. Two free-recall tasks (categorized and noncategorized) and two measures of breadth of categorization (bandwidth and equivalence range) were administered to 144 fifth grade subjects. The free-recall tasks consisted of lists of 30 high frequency words. One list was composed of six conceptual categories; the other list consisted of 30 unrelated words randomly selected from the 1,000 most frequent words in the English language. The Category Width Test was administered two days after the learning of the free-recall lists. Relationships were found between the average size of the groupings and the number of objects left ungrouped on the equivalence range task and the noncategorized free-recall task, whereas only the number of objects left ungrouped on the equivalence range task was found to be related to categorized free-recall. Bandwidth was related to observed-expected repetitions and the adjusted ratio of clustering. (WR)

ED 092 882 CS 001 142
Allington, Richard
Differentiating Instruction to Improve Comprehension in Middle School Content Areas.
Pub Date May 74

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Comprehension Development, *Content Reading, *Individualized Instruction, *Language Arts, *Middle Schools, Reading Ability, Teaching Methods

Competent middle school teachers must both extend students' abilities in the decoding and comprehending skills and stimulate their applica-

tions of these reading skills in content area texts. In considering this differentiation of instruction, teachers should be aware of an aptitude by treatment interaction (ATI)—no one technique will produce the same result for all students. Since in a typical middle school, student reading ability may span eight grade levels, with four possible variations of problems—organizational, decoding/vocabulary, interest/purpose, and experience background—differentiation of instruction must be process oriented. For each of these problem areas, various teaching techniques are practicable and effective. Throughout instruction, middle school teachers should remain cognizant of their roles in preparing independent learners for the content orientation of the secondary school. (A bibliography is included.) (JM)

ED 092 883 CS 001 146
Hatcher, Catherine W. Felker, Donald W.

The Interrelationships of Measures of Convergent Thinking, Divergent Thinking, and Self-Concept to Upper Grade Reading Achievement.

Pub Date May 74

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Convergent Thinking, *Divergent Thinking, Grade 4, Grade 6, *Reading Achievement, Reading Improvement, *Reading Research, Reading Skills, *Self-Concept, Thought Processes

To determine the multivariate relationships of measures of convergent thinking, divergent thinking, and self-concept with reading achievement was the purpose of this study. Measures of verbal divergent thinking and self-concept were administered to 188 fourth and sixth grade students from an urban, lower middle class elementary school. Reading achievement and intelligence scores were identified from school records. Correlational and multiple regression analyses were conducted for the total sample and by sex and grade level for word knowledge and comprehension. The findings indicated that intelligence and the divergent thinking variables were highly related with reading, that intelligence and flexibility were generally predictive of reading achievement, that the combination of convergent thinking, divergent thinking, and self-concept variables accounted for approximately 60 percent of the variance in reading achievement, and that the addition of fluency, originality, and self-concept produced complex and interactional relationships with sex and grade level. (WR)

ED 092 884 CS 001 147
Dupuis, Mary M.

We CARE About In-Service Education.

Pub Date May 74

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974); Pages 7, 10, 11, were glossy photos, omitted from copy as not reproducible

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, *Diagnostic Teaching, Inservice Education, *Inservice Programs, *Inservice Teacher Education, Preschool Children, Primary Grades, Reading, *Reading Instruction

Identifiers—CARE, Computer Assisted Renewal Education Program

Presented in this paper is a description of the Computer Assisted Renewal Education (CARE) program, which uses computer-assisted instruction to reach teachers for inservice education. The CARE program utilizes a mobile van to transport the computer and equipment from one location to another. The system includes a television tube, a set of earphones for audio tape, an image projector, a keyboard typewriter, and a light-sensitive pen for each student station. A handbook, text, testing materials, and other teaching aids accompany most of the courses. Attitudes of teachers toward CARE have been positive, and academic levels are high, as shown by data from 13 rural areas in Pennsylvania. At present, reading instruction for teachers is part of a larger course in diagnostic teaching of preschool and primary children. The diagnostic teaching model focuses on a child's individual needs in reading readiness, word attack skills, comprehension, and study skills. Future courses

will deal with reading instruction more thoroughly. (Author/WR)

ED 092 885 CS 001 148

Askov, Eunice N.

Rural Teacher Education Through a Consortium of School Districts in Northern Minnesota.

Pub Date May 74

Note—5p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Inservice Education, *Inservice Programs, *Inservice Teacher Education, Preschool Children, *Preservice Education, Primary Grades, Reading, *Reading Instruction, Rural Areas

This paper introduces five alternatives for delivery of continuing teacher education in reading in rural areas. The five programs range from the most modest effort, which involves the face-to-face relationship of the college instructor with rural teachers, to the other extreme, computer-assisted instruction through a mobile van. Two types of administrative structure at Bemidji State College for providing direct contact of the college instructor with rural teachers are described. One involves a federation of area schools which follows the Individually Guided Education (IGE) model. The federation requests specific types of inservice workshops which are delivered in various schools with graduate credit granted through college extension. The other approach, which is a competency-based program, provides undergraduate credits which may be applied toward a college degree for Head Start and day care teachers. The teachers attend workshops throughout the year at locations convenient to them, and they work through learning packages which provide content knowledge. Then at the working site of each student a college instructor checks a mastery of content knowledge as well as application of skills in the classroom. (Author/WR)

ED 092 886 CS 001 149

Trosky, Odarka S.

Individualizing Through a Self-Concept Inventory at the Primary Levels.

Pub Date May 74

Note—37p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Research, *Individualized Instruction, *Individual Needs, *Primary Grades, Reading, Self Concept, *Self Concept Tests, Teaching Methods, *Test Construction

This paper describes a project, involving a group of practicing primary classroom teachers, aimed at the current concern over the kind of attention given to individual pupil differences and the way that attention is received by the pupil. Six experienced classroom teachers, representing all primary levels, were selected from a list of volunteers. The cycle of teacher expectations and self-fulfilling prophecy and its related literature were discussed. All available self-concept inventories were examined, and common items were selected and paraphrased into language aimed at the primary child. Following a first administration of the inventory the items were examined for their suitability and phrasing, and two inventories were created: one for the younger primary child and the other for the more mature. Along with the two variations of the Teacher's Inventory of a Pupil's Self-concept (TIPS), a score sheet and a set of instructions for administering were developed. The major result was the development of the inventory; however there were also beneficial side effects: individual students' strengths and weaknesses were revealed, and individualization was facilitated. Also included in the document are the Primary I and Primary II forms of the TIPS. (WR)

ED 092 887 CS 001 151

Courney, Leonard

Aiding Secondary Subject Teachers in Guiding Reading Growth.

Pub Date Sep 73

Note—19p.; Paper presented at the International Reading Association Far-West Rocky Mountain Regional Conference (Victoria, B.C., September 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Content Reading, Critical Reading, Reading, *Reading Development, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, Secondary Grades, *Teaching Techniques

Described in this paper is a technique for reading instruction at the secondary level which emphasizes paragraph-passage examination and is intended to fit into any content teacher's daily work. The technique described provides occasion to establish purpose in reading-study assignments, utilize experience and previous background to develop meaning, introduce new vocabulary, determine word meaning from context, intensify levels of comprehension from literal to evaluative, examine semantic and literary nuances, and study paragraph structure and internal paragraph relationships. Three different kinds of passages, chosen principally for their illustrative value rather than for any direct practical transfer to a particular classroom, are presented. Passage one briefly describes New York City; suggestions for teacher use include discussing general background relative to the passage, use of questioning to facilitate understanding, and identifying the main idea. Passage two is a social studies passage and is presented to demonstrate multiple word skills and demonstrate a shift from literal to critical reading. The third passage presented is the opening lines from "Dandelion Wine" and is intended to serve as an example of introducing a story and as an exercise in entry to imaginative language. (WR)

ED 092 888 CS 001 152

Courney, Leonard

The Crucial Transition Years.

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Content Reading, Individual Reading, Junior High Schools, *Junior High School Students, *Reading Instruction, Reading Instruction, Reading Materials, *Reading Programs, Reading Skills, Secondary Education

If for no other reason, junior high exists for the exceptional reading opportunity it provides; intensification and diversification of skills, some ease and stability in dealing with varying content structures, and enrichment of personal reading. The adolescent, at his peak period of personal reading, is still not fully determined as to his continuing academic purpose. Reading, both as an art and as a skill, assumes insistent importance in his work. Focusing on this period of immediate transition to major academic independence in reading, this paper examines the nature of the adolescent and the nature of the new curricular problems he faces. A random survey of junior high programs in selected areas of Canada and the United States is presented. Practical measures for meeting student reading needs at this time—programs, content, skills, interests, and materials—are emphasized. (TO)

ED 092 889 CS 001 153

Manzo, Anthony V.

Ask-It-Rite Simulation Procedure.

Missouri Univ., Columbia. Extension Div.

Pub Date May 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Instruction, *Discussion (Teaching Technique), *Questioning Techniques, Secondary Education, *Student Teacher Relationship, Teaching Techniques

Ask-It-Rite (AIR) is a strategy for improving student teacher questioning and classroom discussion. The procedure allows a class to identify and correct factors, primarily of a social nature, which may be impeding healthy interaction. This manual is meant to accompany two training tapes of the AIR procedure, one for secondary school and one for college teachers. The tapes are intended to demonstrate a simulation procedure which instructors can use in their classes. Description and rationale for the procedure, along with a comprehension check and discussion questions, are included in the manual. (TO)

ED 092 890 CS 001 154

Beagle, Barbara A.

A Comparison of Oral and Written Responses on Cloze Tests.

Pub Date Jan 74

Note—72p.; M.Ed. Thesis, Rutgers University
EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Cloze Procedure, Grade 2, Grade 4, Grade 6, Reading, *Reading Ability, *Reading Research, Reading Skills, Reading Tests

To determine the effect of oral responses on cloze test, particularly at the primary grade level and with students of below average reading ability, was the purpose of this study. A total of 135 students from second, fourth, and sixth grades were included in the study. At each grade level the students were divided into above-average, average, and below-average reading ability groups with 15 students in each group. Two cloze forms were prepared for each grade level using a 10 percent lexical deletion pattern. Each student completed both forms at his grade level. The forms were read silently, and one was completed with written responses and the second with oral responses which were recorded by the examiner. The t-tests for correlated means showed no significant differences between oral and written response scores at any of the three grade levels or for any of the reading ability groups. Significant positive correlations between the response modes were found at all three grade levels. The results indicated that oral responses did not affect cloze scores. Both response modes generally ranked students the same way. (Author/WR)

ED 092 891 CS 001 155

Baxley, Dan M.

Teacher Education: Performance and Field Oriented (TEPFO) at the University of Washington.

Pub Date May 74

Note—13p.; Paper presented at the Annual Meeting of International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Evaluation Criteria, Methods Courses, Performance Criteria, *Reading, Reading Clinics, Reading Instruction, *Teacher Education, *Teacher Education Curriculum, Teacher Programs

The Teacher Education: Performance and Field Oriented (TEPFO) program at the University of Washington is distinguished from many other teacher education programs by its emphasis on four factors: clinic-field interaction, performance-based behavior, strong peer relationships among all program participants, and length of the continuous program. The clinic-field relationship is characterized by a split two-day arrangement during the first two quarters of the program where each intern spends half of each day in the University Clinic and half of each day in his field assignment. Assumption of intern competency is made from observed performance in the field according to criterion-based evaluations which are continuous throughout the total program. Work toward competency in reading education is initiated during the first quarter of clinic activities. Activities during the reading education portion occur in sequence: acquisition of knowledge, case typing of an individual student's needs, application of knowledge in an instruction situation with the case subject and with a small group, and application of pedagogical skills in the total classroom situation. (WR)

ED 092 892 CS 001 156

Manzo, Anthony V.

Teaching Strategies and Exercises for Vocabulary Development.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Developmental Vocabulary, Reading, Reading Development, Reading Improvement, *Reading Instruction, Reading Skills, *Teaching Techniques, Vocabulary, *Vocabulary Development

Specific teaching techniques and examples for vocabulary development are presented in this paper. The categories presented for vocabulary development include "Etymological Approach," "Wide Reading," "Prepared Word List," "Word Derivation Method," "Contextual methods for Familiar Words," "Contextual Methods for Unfamiliar Words," "Theme Studies," "Content Class Strategy," "Teacher Teaming," "Dictionary Method," "Word Manipulation," "From Context and Class Development," "Finding Difference in Similar Words," and "Getting at the Common

Element(s) from an Analysis of Contextual Uses." Also included is "Recommended References on Vocabulary Development." (WR)

ED 092 893 CS 001 157

Cohen, S. Alan

Minimal Brain Dysfunction and Practical Matters Such as Teaching Kids to Read.

Pub Date Feb 73

Note—12p.; Reprinted from the "Annals of the New York Academy of Sciences," February 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Learning, Learning Disabilities, *Minimally Brain Injured, Reading, Reading Instruction, *Reading Research, Reading Skills, *Remedial Reading, *Remedial Reading Programs

Presented in this paper are findings from research and clinical work conducted over the past seven years that support the following conclusions: "Labels are Useless," which discusses the research in relation to using labels to identify children and concludes that the issue is not the accuracy of the labels—a label is as accurate as its definition makes it—but the issue is implication; "Behaviors, Not Constructs Are Real," which contends that what teachers really see are behaviors, and what really matters to the teacher are these observed behaviors; "EBD (Etymology Be Damned)," which is based on the idea that the etiology of a child's learning problem is usually irrelevant to teaching him to read; "Laws of Learning Are More Effective Than Theories of Development," which is based on the premise that all people, learning disabled or not, are subject to certain universal laws of learning that deal with stimulus control, schedules of reinforcement, latency of response times, and so forth; and "Theories Are Not Designed for Clinicians," which contends that one of the most destructive practices in remedial education is the application of basic developmental theory to techniques of teaching. (WR)

ED 092 894 CS 001 158

Downing, John

Cultural Priorities and the Acquisition of Literacy.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany).

Inst. for Education.

Pub Date 73

Note—14p.

Available from—Martinus Nijhoff, Lange Voorhout 9-11, P.O. B. 269, Den Haag, Holland (12 Guilders, single copy)

Journal Cit—International Review of Education; v19 n3 p345-55 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Beginning Reading, *Comparative Education, *Cultural Factors, Educational Sociology, Educational Theories, Elementary Education, *Literacy Education, Racial Factors, *Reading Instruction, Reading Programs, Sex Discrimination

Recently a team of reading specialists from fourteen different nations completed a study in comparative reading with the aim of comparing literacy acquisition in countries with different cultures and languages in an attempt to derive new hypotheses regarding sociological, psychological, and linguistic variables in learning to read and write. Cross-cultural studies have shown the systematic relationship between the culture pattern of a society and the basic personality and mode of cognitive functioning of the children who are reared according to the social institutions in that pattern. This article discusses the differences in the value placed upon reading in several countries, the linguistic differences in learning to read in different languages, the varied sexual restrictions or customs in literacy education in the fourteen countries, and racial differences in reading instruction and achievement. The position of literacy on the scale of cultural priorities of the countries in the study is presented. And, finally, the cultural variation in the purpose of acquiring literacy is discussed. (TO)

ED 092 895 88 CS 001 159

A Prologue to Better Teaching of Reading.

Upper Cumberland Reading Project, Baxter, Tenn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Tennessee State Dept. of Education, Nashville.

Pub Date 74

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Basic Reading, Elementary Grades, Reading, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research, Reading Skills, Rural Areas
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The Upper Cumberland Reading Project, funded under Title III of the Elementary and Secondary Education Act, served 13 rural Tennessee counties located approximately equidistant from three major cities: Nashville, Chattanooga, and Knoxville. The project's instructional approach was built around the basal text because of its use in all of the region's school systems. No special equipment, such as reading machines, was used. Only common audiovisual items found in most schools, such as overhead projectors and tape recorders, were employed to any degree. The goal of the project, to diffuse better teaching practices in reading throughout the region, was operationalized through eight specific project objectives. Five of the objectives were closed objectives, stated in performance terms; the remaining three were open objectives calling for the completion of specific activities. Not only did the project meet its objectives, but in many cases it enabled students to achieve a much higher level of performance than stipulated by the project objectives. The project demonstrated that effective steps can be taken to teach elementary children of the Upper Cumberland Region to read on an adequate level. (WR)

ED 092 896 CS 001 160
A Guide to the Role of the Reading Teacher, Elementary and Secondary Schools.

Baltimore County Board of Education, Towson, Md.

Pub Date 70

Note—91p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Curriculum Development, Elementary Grades, Reading, Reading Development, *Reading Improvement, Reading Instruction, *Reading Programs, Reading Skills, Secondary Grades, *Teaching Techniques

Intended for the use of the reading teacher and principal in the local school in setting up the program for the reading teacher in the school, this document presents guidelines for the current functioning of the program, describes the developing role of the reading teacher, and details steps that must be taken on a county level and building level to implement this role. The contents include: "Organization," which discusses the basic premises which should determine the structure of a reading program, the changing role of the reading teacher, implementing the change of role, and transitional guides for the reading teacher; "Procedures for Entrance into the Program," which presents suggestions to the teacher for identification of reading difficulties, referral procedures for corrective reading in elementary and junior high schools, testing by corrective reading teachers, and deciding on placement; "Skills to Be Developed in Corrective Reading," which discusses improvement of self-concept and attitude and contains an outline of reading skills with suggested teaching activities; "Dismissal and Followup," which discusses criteria for dismissal, procedure for dismissal, and criteria for followup; and "Records and Reports," which presents examples of reporting to parents, a report for the cumulative record, and a record of instruction. (WR)

ED 092 897 CS 001 161

Johnson, Kathy

A Study of the Effectiveness of the SWRL Kindergarten Program.

Pub Date May 74

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Kindergarten Children, Reading, Reading Improvement, Reading Instruction, *Reading Programs, *Reading Readiness, *Reading Research

To investigate the effects of the Southwest Regional Laboratories (SWRL) Kindergarten Program on readiness for first grade as measured by the Metropolitan Readiness Test and the Gates-MacGinitie Readiness Skills Test was the purpose of this study. The subjects for the experiment were 52 kindergarten students who were randomly assigned either to a SWRL program or to a control group. The subjects in the SWRL program used the SWRL materials approximately 25 minutes a day, and the control group concentrated on the kindergarten program used by the kindergarten teacher, including perceptual skills training and a structured mathematics program. The results indicated that there was no particular advantage to participation in the SWRL program. (WR)

ED 092 898 CS 001 171

Silverton, Randall A.

An Intersensory Transfer Approach to Teaching Sight Words.

Pub Date Apr 74

Note—12p; Paper presented at the Annual Meeting of the Western College Reading Association (Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.75 HC-INQUIRE EDRS

Descriptors—Decoding (Reading), Elementary Education, Perception, Reading Difficulty, *Reading Instruction, Reading Research, Remedial Reading, *Sensory Integration, *Sight Vocabulary, Teaching Techniques, *Word Recognition

The building of a repertoire of written words recognized on sight is an important prerequisite for complex reading skills. Coordination of certain sense modalities, when present in the learning of a new written word, increases the probability that this word will be retained over a period of time. This coordination involves specific intersensory transfers (intersensory transfer refers to the ability to translate information from one sensory mode to another). This paper analyzes current word recognition instructional methods in terms of their intersensory transfer components. A perceptual model of word recognition, based on perceptual memory research, is then presented. The model can be utilized as a basis to derive a new instructional technique for remediation of word recognition difficulties. (TO)

ED 092 899 CS 001 172

Hyman, Joan S. Cohen, S. Alan

The Effect of Verticality as a Stimulus Property on the Letter Discrimination of Young Children.

Pub Date May 74

Note—27p; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Beginning Reading, Kindergarten Children, *Letters (Alphabet), Reading, Reading Development, *Reading Research, *Reading Skills, *Visual Discrimination

The stimulus properties of the letters b, d, p, and q were investigated in an attempt to demonstrate that the common reversal of these letters by beginning readers is in part determined by the vertical aspect of the stimulus figure. One hundred eighty kindergartners were randomly selected from a racially mixed population and randomly assigned to one of four visual matching of letters tasks. All tasks presented letters of uniform size, shape, density, and presentation except for certain variations relevant to each of the four experimental treatments. All four treatments required subjects to match lower case letters to one lower case stimulus letter printed in the center of the page two inches from the top. Subjects were instructed to draw a cross on each letter on the rest of the page that was exactly the same as the stimulus letter at the top. The letters presented on the rest of the page were designated response letters. The response letters included those identical to the stimulus letter and three foils. The results indicated that the vertical properties of b, d, p, and q influence the letter reversal behavior of kindergartners. In addition, reducing the dominance of the vertical aspects of these letters resulted in marked reduction of reversal errors. (WR)

ED 092 900 CS 001 173

Walker, Laurence

Newfoundland Dialect Interference in Oral Reading.

Pub Date Apr 74

Note—32p; Study done at Memorial University of Newfoundland

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Elementary Education, English, Grade 3, *Literacy, *Oral Reading, *Reading Ability, Reading Difficulty, *Reading Research, *Reading Skills, Regional Dialects, Written Language

Identifiers—Canada, *Dialect Interference, Newfoundland

Following a review of the literature, a study to provide data on the interference effects of another dialect on aspects of reading performance was carried out in Newfoundland, Canada. Subjects were presented with oral reading material in standard English form and in a form which incorporated selected, validated, morphological features of grade three students in Newfoundland where a distinct dialect prevails. Significant differences favoring the standard English readings were revealed for three measures of oral reading proficiency so the interference hypothesis was not supported. The findings showed the language flexibility possessed by eight-year-old dialect speakers and pointed to the research hazards of inferring written language ability on the basis of oral performances. (Author/RB)

ED 092 901 CS 001 174

Boehnlein, Mary Maher Gans, Thomas G.

Competency in Teaching Reading of Fieldbased and On-Campus Students at Cleveland State University.

Pub Date May 74

Note—10p; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Educational Research, Elementary Education, *Performance Based Teacher Education, *Preservice Education, *Reading Instruction, Reading Skills, *Teacher Qualifications, Teaching Models

Identifiers—*Cleveland State University

The purpose of this study was to determine if students in a field-based program performed significantly better on a test of ability to assess and to teach specific reading skills than students enrolled in on-campus reading methods courses which employed the same textual materials and different amounts of field experiences with children. The subjects in both the field-based and on-campus programs met the same set of criteria for admission to the College of Education, but the participants for the field-centered program were selected from a pool of applicants on the basis of personal interviews. All subjects were administered the Harp and Wallen Competency in Teaching Reading Test—Form A as a pretest and Form B as a posttest—which accompanies the basic textbook used in preservice education courses. The results support the contention that intensive field experience with children in a school setting contributes to competence in teaching reading, especially in diagnostic and prescriptive teaching techniques. (RB)

ED 092 902 CS 001 175

Coke, Esther U.

Reading Rate, Readability and Variations in Task-Induced Processing.

Pub Date 74

Note—17p; Paper presented at the Annual Meeting of American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cognitive Processes, High School Students, *Readability, Reading, Reading Ability, Reading Processes, *Reading Research, Reading Skills, *Reading Speed

This study examined the adaptability of reading rate to passage difficulty under different conditions of task-induced processing. Sixteen experimental passages varying in subject matter and ranging from 85 to 171 words were selected from a set of 32 texts rated for comprehensibility. The eight easiest and eight hardest texts were selected. Another eight texts were selected for use as practice passages. Two word lists were generated for each of the 24 texts. The type of word match determined whether the reader need only attend to the physical features of the words (Search Condition) or whether the reader had to

make semantic interpretations of the words (Memory Condition). The subjects were paid high-school volunteers. Thirty-four served in the Search Condition and 34 in the Memory Condition. Subjects in the Search Condition saw the list of words they had to match with text words before reading a passage. Subjects in the Memory Condition did not see the list of words before reading a passage. The results indicated that readability would have little effect on rate in the Search Condition when subjects matched words on the basis of physical identity. Matching for synonymy in the Search Condition caused subjects to read the passages more slowly. (WR)

ED 092 903 CS 001 176

Forman, Barbara R.

A Look at Reading Diary Studies: The State of the Art and Implications from Cognitive-developmental Theory.

Pub Date Feb 74

Note—27p.; Paper presented at the Special Invitational Interdisciplinary Seminar on Piagetian Theory and Its Implications for the Helping Professions (4th, Los Angeles, February 15, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Beginning Reading, Cognitive Processes, Learning, Miscue Analysis, Reading, *Reading Processes, *Reading Research, Reading Skills

Identifiers—*Reading Diary Studies

This paper discusses the reading diary study—a method that involves frequent observation and detailed note-taking of the strategies employed by a child while learning to read—and the problems of data reduction, limitations of methods employed by researchers, and analysis of data. The sections include "Miscue Analysis," which can be used for data reduction and which examines the techniques developed by Goodman, Weber, and Biemiller; "Soderbergh's Reading Diary Study," which discusses Soderbergh's study of her daughter's progress in Swedish from the first word at age 28 months to the first book a little over a year later and the data reduction system used; "Cognitive-Developmental Theory," which relates Piaget's notion of stages of development to when a particular strategy is employed by a child learning to read; and "Implications for Reading Diary Studies from Cognitive Theory," which discusses the importance of the reading researcher organizing diary notes on the acquisition of a specific cognitive skill—reading—into a general theory of reading acquisition. (WR)

ED 092 904 CS 001 177

Levin, Joel R. *Divine-Hawkins, Patricia*

Strategies in Reading Comprehension: III. Visual Imagery as a Psychological Process.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-254

Pub Date Jun 73

Contract—NE-C-00-3-0065

Note—13p.; Report from the Research Component "Conditions of School Learning and Instructional Strategies"

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Grade 4, Grade 5, *Imagery, *Listening, Memory, Reading, *Reading Comprehension, Reading Processes, *Reading Research

The viability of visual imagery as a prose-learning process was evaluated in two experiments with elementary school children in this study. In experiment one, two concrete ten-sentence passages were constructed. The attributes of two subclasses were contrasted in each passage (two kinds of monkeys in one passage, and two kinds of cars in the other). The attributes associated with one of the subclasses were presented in the first five sentences, and those of the other subclass were presented in the second five sentences. Forty-eight fourth graders were randomly assigned in equal numbers to one of four experimental conditions. Each subject was then presented one of the two passages either in a reading condition or a listening condition. Experiment two used slightly modified experiment one passages mounted on slide transparencies. Each slide could be presented at a fast rate of three and one-half seconds or a slow rate of seven

seconds. Fifth-grade subjects were shown the sentences at either the fast or slow rate, and in the listening condition sentences were read at either a fast or slow rate. The results indicated that when a passage was presented at a normal rate, the effect of imagery instructions on substance recall was relatively greater under listening than under reading conditions. (Author)

ED 092 905 CS 001 178

Levin, Joel R. *And Others*

Picture-Word Differences in Discrimination Learning: I. Apparent Frequency Manipulations.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-253

Pub Date May 73

Contract—NE-C-00-3-0065

Note—13p.; Report from the Research Component "Children's Learning and Development"

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Discrimination Learning, Grade 6, *Learning, Pictorial Stimuli, Reading, *Reading Processes, *Reading Research, Reading Skills, Visual Discrimination, Word Recognition

This experiment was a direct test of the hypothesis that picture-word differences in discrimination learning are a function of apparent frequency differences associated with two types of material. The subjects consisted of 80 sixth graders randomly selected from two elementary schools located in middle-class neighborhoods. Each subject was tested individually by the experimenter, who presented either a pair of pictures or words which differed either substantially or minimally in apparent frequency measures. Each pair was shown for three seconds and then the same pair was immediately shown again for three seconds with the correct member indicated by an asterisk placed below it. The results indicated that while the usual picture-over-word effect was found when picture-word apparent frequency differences were large, it vanished when pictures and words were equated in terms of apparent frequency. (WR)

ED 092 906 CS 001 179

Kamm, Marga *And Others*

The 1971-72 Field Test of the Prereading Skills Program.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-269

Pub Date Jul 73

Contract—NE-C-00-3-0065

Note—57p.; Report from the Basic Prereading Skills Component of Program 2: Development of Instructional Programs

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Programs, Kindergarten, Listening Skills, *Prereading Experience, Reading Readiness, *Test Results, Visual Learning

Focusing on the Prereading Skills Program, this report furnishes the results and evaluations of a field test by fourteen teachers in ten Wisconsin and Illinois schools. A total of 23 kindergarten classes and 545 children were involved in the program, which teaches three visual skills and two sound skills related to the reading process and prerequisite for success in learning to read. The test design provided for objective evaluation of the program in terms of achievement of its internal objectives and for subjective evaluation in terms of usability and effectiveness of the program activities and materials. Test data revealed that the visual materials were effective, while the sound materials needed additional development to meet the standards of skill mastery. Contents of this report include the following: lists of tables and of figures; and introduction explaining the five prereading skills, the instructional program, and its expected outcome; a description of the field test; an analysis of the formal assessment data; a description of the instructional program; a conclusion; and an appendix. (JM)

ED 092 907 CS 001 180

Hooper, Frank H.

Life-Span Analyses of Piagetian Concept Tasks: The Search for Nontrivial Qualitative Change.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Theoretical Paper 46

Pub Date Sep 73

Contract—NE-C-00-3-0065

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Continuous Learning, Educational Philosophy, Educational Research, *Human Development, *Individualism, Individual Psychology, *Maturation, *Personality

Identifiers—*Piaget (Jean)
The implications of a life-span developmental perspective for Piagetian theory and research are discussed in this paper. Initially, certain recent criticisms of the Piagetian system are evaluated. These include the interpretations of Piaget's abstract model of logical reasoning; his views concerning the interrelationship of hereditary, maturational, and socioexperiential factors; the similarities and contrasts present in the Genevan viewpoint and neo-Hegelian dialectical approaches; and the possibility of continued developmental change following the adolescent years. A brief overview of the research on Piagetian concept development beyond the years of adolescence is presented. These cross-sectional assessment studies which have included samples of elderly subjects have generally found marked differences favoring the mature adult subsamples, similarities between the performances of the young children and aged subject subsamples, and/or apparent decrements in the performances of elderly persons on the Piagetian tasks. In a concluding section the philosophical, methodological, and practical implications of a straightforward acceptance of a life-span orientation are discussed. (TO)

ED 092 908 CS 001 181

Marliave, Richard

Selective Attention and Cognitive Learning.

Theoretical Paper No. 45.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—NE-C-00-3-0065

Note—17p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Attention, Attention Control, *Cognitive Processes, *Comprehension Development, Educational Research, *Learning, Learning Processes, Learning Theories, Maturation, Physiology

The relationship between selective attention and learning is investigated in this paper. It is proposed that two forms of attention exist: (1) inspectional attention, which is a simple matching process where perceived stimuli are compared with an internal model of the stimulus for which the individual is searching, and (2) comprehensional attention, which combines the inspectional process with more complex cognitive operations. The stimuli which are searched for and recognized with comprehensional attention must be simultaneously processed with these cognitive operations. It is shown that this added complexity of comprehensional attention has physiological correlates which are qualitatively different from the corresponding concomitants of inspectional attention. The functions of selected attention in learning are also examined. Emphasis is placed on the role of attention in developmental changes that usually occur in the 5-7 year age range. Transposition, reversal shift, and conservation learning processes are also considered. The function of attention in these learning processes is related to blocking effects and surprise. Stimulus novelty and complexity are shown to arouse comprehensional attention, thereby facilitating learning. (Author/WR)

ED 092 909 CS 001 183

Harris, Albert J.

Can the Teacher of Reading Be a Diagnostician?

Pub Date May 74

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Effective Teaching, Reading, *Reading Diagnosis, *Reading Improvement, *Reading Instruction, Reading Materials, Reading Programs, Reading Skills, *Teaching Techniques

The teacher of reading can be a diagnostician if the term "diagnostician" is defined appropriately and if the teacher has the knowledge, the facilities, and the skills necessary to make diagnostic teaching work. A diagnostic teacher needs a comprehensive acquaintance with the objectives of reading instruction. He or she should be familiar with the specific knowledges and skills expected to be mastered at many levels of the reading program and should have at hand detailed lists of those objectives for ready reference. In addition the teacher needs an acquaintance with a good sampling of materials that may be useful in a diagnostically oriented reading program. These include basal readers and their guides over a wide range of reading levels, related workbooks, independent workbooks for specific skills, boxed multilevel materials of the kit or laboratory type, audiovisual hardware and software combining records with printed material, and commercially available reading games, as well as teacher-constructed materials. Also, the diagnostic teacher of reading needs school support, the ability to determine pupil needs and abilities, the ability to organize a class for instruction, an efficient record keeping system, and the ability to motivate students. (WR)

ED 092 910 CS 001 185

Herold, William G.

The Systemic Approach to Competency Based Teacher Education.

Pub Date May 74

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Curriculum Development, *Language Arts, Models, *Performance Based Teacher Education, *Reading, Systems Analysis, *Teacher Education Curriculum, Teacher Programs

The characteristics and components of a competency-based teacher education program within which the skills for teaching reading and language arts are developed and implemented are identified in this paper. A four-phase systemic curriculum model developed at the University of North Florida is presented. Twenty-five enabling objectives were written for the specialized competencies component related to reading and language arts and are discussed in the report. Included among these are the following: demonstrate command of key concepts in the field of language arts and reading, demonstrate ability to gain access to recorded knowledge in the field of language arts and reading, identify strategies appropriate for teaching reading and language arts, analyze current reading and language arts curriculum materials, develop a model of your own for teaching reading and language arts, identify appropriate support systems for reading and language arts, know and understand the steps in system analysis as they relate to reading and language arts, and know and understand the basic steps in system evaluation as they apply to reading and language arts. A list of broad general competencies used as part of the four-phase development model are also presented and discussed. (WR)

ED 092 911 CS 001 186

Biemiller, Andrew

Relationships Between Oral Reading Rates for Letters, Words, and Simple Text, and the Development of Reading Ability.

Spons Agency—Ontario Educational Research Council, Toronto.

Pub Date 73

Note—27p.; Prepared at University of Toronto

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Elementary School Students, *Oral Reading, *Reading Ability, Reading Development, *Reading Research, Reading Skills, *Reading Speed

The development of oral reading speed in the early elementary years and an examination of some underlying abilities that may be involved in individual differences in reading speed and ability are the concerns of this study. Cross-sectional

and longitudinal data relating the time required to read orally 50 unrelated letters, 50 unrelated words, and 100 words in text among first to sixth graders and adults are presented. Metropolitan Achievement Test (M.A.T.) reading scale test scores were obtained and related to the time data. The results indicate a high level of developmental stability and strong relationships between the ability to read letters or words rapidly at an earlier age and the ability to read text rapidly at a later age. These results are interpreted on the basis that a common ability must be involved in the time required to read all three types of materials. M.A.T. scores are also highly associated with reading times both concurrently and longitudinally. These results are interpreted as indicating the existence of a developmental reading speed ability which is not primarily dependent on word identification or context-using skills. The nature of this ability and educational and research implications are discussed. (TO)

ED 092 912 CS 001 187

Ilika, Joseph

A Critical Review of the Teacher Readership Characteristics Research and the Implications for Performance Based Teaching.

Pub Date May 74

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Reading Difficulty, *Reading Habits, *Reading Interests, *Reading Research, *Teacher Behavior, Teacher Education, Teachers

Research concerning teacher readership characteristics—the quality, quantity, and variety of leisure and professional reading—indicates that teachers' reading attitudes and interests reflect a disinterest in social issues as well as in professional literature. As far as book reading is concerned, research has revealed that on the average teachers do read more than the public. However, factors detrimental to teacher readership exist, including the teacher's job, the grading of student papers, homework, television viewing for relaxation, and children. Furthermore, there is evidence that some teachers do have reading difficulties. Thus, readership research involves the major implication that more stringent screening procedures are necessary in admitting students to teacher training, an issue that the total university should face in assessing its academic influence during a student's formative training years. (An annotated bibliography is included.) (JM)

ED 092 913 CS 001 190

Dorsey, Mary E., Comp. Horne, Ulysses G., Comp.

Hints on Sharing Books.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Books, Child Development, *Group Activities, *Literature Appreciation, Reading Interests

Based on the realization that each child must be given the opportunity to develop as a unique individual and that exposure to books expands a child's world, stimulating his creative thinking and his desire for new experiences, this booklet presents in outline form a variety of suggestions for encouraging children to share the books they have read. Also provided are sample sheets which children may use to describe a book; they may complete a reading form, draw an illustration, write a report, or maintain a personal reading notebook. (JM)

ED 092 914 CS 001 191

West, Gail B.

Teaching Reading Skills in Content Areas: A Practical Guide to the Construction of Student Exercises.

Pub Date 74

Note—161p.

Available from—Sandpiper Press, Inc., P.O. Box 19225, Orlando, Florida 32814 (\$4.95, paper)

Document Not Available from EDRS.

Descriptors—*Content Reading, Course Content, Intermediate Grades, Reading Diagnosis, Reading Difficulty, *Reading Skills, Remedial Read-

ing, Secondary Education, *Student Projects, *Teaching Guides, *Teaching Techniques

Prepared for content area teachers whose students evidence reading problems, this workbook is designed to aid in identifying and evaluating the skills students need within a discipline and in constructing reading exercises to improve these skills. An introduction discusses types of reading instruction, the reading process, the role of the content area teacher, and suggestions for using the workbook. Chapter topics include (1) reading readiness, testing; (2) estimating readability; (3) selecting textbooks; (4) using book parts; (5) interpreting graphics; (6) assessing students' ability to read content; (7) making an informal reading inventory; (8) extending vocabulary; (9) improving comprehension; (10) relating rate to purpose; and (11) developing study skills/preparing study guides. An annotated list of resources concludes the workbook. (JM)

ED 092 915 CS 001 194

Wheat, Thomas E. Edmond, Rose Mary

An Analysis of the Concept of Comprehension.

Pub Date May 74

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Literature Reviews, Psycholinguistics, Reading, Reading Ability, *Reading Achievement, *Reading Comprehension, Reading Processes, *Reading Skills, Semantics, Syntax

This paper explores and discusses the concept of reading comprehension from two major perspectives. One perspective is based on the theory that reading comprehension constitutes a pattern of skills. The other perspective is based on a psycholinguistic view of reading: reading as a language process. Strategies for gaining comprehension during reading are discussed as being similar to those already used by the learner in listening: sampling, predicting, testing, and correcting. Three major cueing systems for achieving comprehension are discussed: graphophonic, which is basically concerned with using cues within words; syntactic, which includes the use of inflectional endings, grammatical relationships, and punctuation markers; and semantic, which involves the information the reader has to bring to the printed page. An example of a child using the semantic and syntactic systems effectively is also presented. (WR)

ED 092 916 CS 001 196

Erickson, Lawrence

Cognitive Style: Implications for Beginning Reading.

Pub Date May 74

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Beginning Reading, Literature Reviews, Reading, *Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Research, Reading Skills

Identifiers—*Cognitive Styles

Three items are described in this paper: the individual difference variable of cognitive style, research which has implicated cognitive style and reading achievement, and beginning reading research which uses cognitive style as a dependent variable. The contents include "Cognitive Style," which discusses research related to defining cognitive style and behaviors related to cognitive style; "Cognitive Style and Reading," which describes how cognitive style is related to reading and discusses two cognitive style dimensions which have been implicated with reading—dependence-independence and impulsivity-reflectivity; "Needed Research," which presents possible research in the areas of word recognition skills, psycholinguistic theory, relevant graphic cues, and the relationship between cognitive style and the self-correcting behavior of beginning readers; and "Summary," which emphasizes the need for beginning reading research to provide teachers with instructional strategies which match the cognitive style of children who are beginning to learn how to read. (WR)

ED 092 917

CS 001 197

Shrauger, Virginia Moore
Personalizing Reading Instruction in the Conventional Classroom.

Pub Date Apr 74

Note—22p.; Paper presented at the Annual Meeting of the Western College Reading Association (7th, Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Individualized Reading, Reading, Reading Ability, Reading Development, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Skills, Teaching Techniques

This paper describes the generation, implementation, and results of a personalized reading program operating in a conventional college classroom intended to create opportunities for students to learn how to learn, to direct their own learning, and to improve their reading and vocabulary skills. The contents include "Program Generation, which discusses the intent of the personalized reading program, course format, and four essential elements that were identified as necessary for learners to operate effectively; "Program Implementation," which outlines the tools used in initiating personalized reading, class procedure with students, record keeping, evaluation, learning materials, and a culminating course activity; "Program Results," which discusses statistical evaluation of the program and student evaluation of the program; and "Discussion," which looks at the negative and positive aspects of personalized reading. Appendixes are also included which consist of a memo to the college reading students, a student instruction sheet, and a list of reading materials to help improve vocabulary, general reading ability, reading rate, spelling, and study skills. (WR)

ED 092 918

CS 001 198

Gustafson, David J.

Sight Vocabulary.

Pub Date May 74

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Beginning Reading, Decoding (Reading), Elementary Education, Reading Development, Reading Instruction, *Reading Research, *Sight Vocabulary, *Word Lists, Word Recognition

Some of the basic sight word lists which are being used or which might be extensively implemented in the future are described in this paper. The basic criterion used to define a good sight word list is that it contains words which appear with high frequency in children's materials at the beginning reading levels as well as at higher levels. In addition to descriptions of the lists, information on how each was derived is given. The kinds of research that have been conducted on such lists, especially on learnability or difficulty, and some of the implications of this research for classroom teachers are also presented. (TO)

ED 092 919

CS 001 199

Britton, Gwyneth E.

Why Jane Can't Win (Sex Stereotyping and Career Role Assignments in Reading Materials).

Pub Date May 74

Note—39p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Choice, *Content Analysis, Elementary Education, *Reading Materials, Reading Research, Secondary Education, *Sex Discrimination, *Sex Stereotypes, Student Attitudes, *Textbook Evaluation, Textbook Research

This investigation analyzes 16 current reading series in order to: (1) determine if sex stereotyping exists in reading materials for grades 1-10, (2) determine if a majority of the stories show one sex in a dominant role, (3) explore types of career roles shown for females and males, and (4) determine the number of different career roles depicted for females and males. A team of university students under the direction of a major professor addressed themselves to these questions by tabulating and analyzing 4,144 stories found in 16 reading series. The results indicate that 58

percent of the stories show males as major characters and 14 percent show females as major characters. The category of "other," which included stories that could not be assigned to either male or female designations, totaled 28 percent of the stories. The total number of different career roles depicted was 629. Males were assigned to 511 or 81 percent of these, with females assigned to 118 or 19 percent of the career roles shown. (Author)

ED 092 920

CS 001 200

Carver, Ronald P.

Improving Reading Comprehension: Measuring Readability. Final Report.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—AIR-30801-5-74-FR

Pub Date May 74

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Elementary Education, *Measurement Techniques, *Readability, Reading Ability, *Reading Comprehension, Reading Difficulty, *Reading Improvement, Reading Materials, *Reading Research

Identifiers—*Rauding Scale

A standardized method, called programed prose, has been developed which can be used to automatically convert prose training material into a form which forces trainees to read the material with at least a minimal level of comprehension. From the results of a series of experimental studies, it was concluded that programed prose facilitates learning under the following conditions: (1) when individuals are not always highly motivated to learn; (2) when attention to the reading task wanes; (3) when the reading ability level of the individual exceeds the reading difficulty level of the prose material; and (4) when the time allowed for reading exceeds the time necessary to complete the programed prose. It was also found that programed prose is more effective and more efficient in facilitating learning than is the study question technique that is used in correspondence course material, and it was concluded that the Rauding Scale was more valid as a measure of readability than either the Flesch or the Dale-Chall measures. (Author/RB)

ED 092 921

CS 001 201

Berty, Ernst

Evaluation Report of the West Virginia Right to Read Program.

West Virginia State Dept. of Education, Charleston. Bureau of Planning, Research, and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date Jun 74

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Basic Reading, Elementary Education, *Federal Aid, *Individualized Instruction, Inservice Education, Norm Referenced Tests, Reading Instruction, *Reading Programs

Identifiers—*Right to Read

Results of a recently conducted evaluation of a pioneer reading program in West Virginia during the 1973-1974 school year are included in this document. Emphasis in this federally funded program was placed on an individualized, diagnostic-prescriptive approach to reading instruction. Contents consist of an introduction; sections discussing the program objectives, the evaluative objectives, and the evaluation plan; a description of the three interventions—the regular or basal reading program, programed tutoring, and the management system; a list of participating counties and schools; information on inservice training and dissemination; profiles of the participating elementary schools; material concerning program effectiveness—a profile of school questionnaire, forms A and B of the Metropolitan Readiness Tests, criterion-reference tests, student and teacher attitude scales, and comparative norm-referenced test data; summaries of three evaluative objectives; samples of materials used in the program; and copies of news articles written about the program. (JM)

ED 092 922

CS 001 204

Tierney, Robert J.

The Generalization of Psycholinguistic Research to Other English Speaking Cultures.

Pub Date May 74

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cultural Differences, Elementary Education, Grade 4, *Language Development, *Psycholinguistics, Readability, *Reading Comprehension, *Reading Research, Reading Skills, Research Utilization

Identifiers—Australia, *English Speaking Cultures

This study attempted to determine whether the findings of psycholinguists to syntax and reading comprehension could be generalized to children of other English-speaking cultures. Specifically, the influence of material written at different levels of syntactic maturity (according to the T-unit analysis) upon the reading comprehension of selected Australian fourth graders was determined. The findings underline the need for caution in generalizing American research findings to other English-speaking cultures and for further studies of language development of children from other English-speaking cultures. (Author/RB)

ED 092 923

CS 001 205

Childrey, John A., Jr.

The Relationship of Preparation, Experience, and Self-Assessment to Knowledge of the English Language of Teachers.

Pub Date May 74

Note—18p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Background, *Educational Research, *English, *English Education, English Instruction, Secondary School Teachers, Teacher Education, *Teaching Experience

The major purpose of this study was to investigate the relationship between knowledge of the English language and three variables—the number of courses taken in language study (excluding literature and composition), the number of years of experience teaching language, and self-assessment of knowledge of certain areas of the English language. Ninety-one English teachers in the Virginia school systems were administered Competency Test A: Knowledge of Language of the Illinois Tests in the Teaching of English (ITTE) and a researcher-developed questionnaire designed to obtain information on such measures as number of courses taken, years of teaching experience, self-assessment, age, and sex. Subcategories were developed for the ITTE which included the areas of how language functions, semantics, history of the English language, usage and dialect, traditional grammar, structural grammar, and transformational grammar. The results indicated that, in general, there is little relation between the number of courses taken in language preparation and the knowledge of the English language exhibited by teachers of English. Teachers with fewer years of experience scored better on the items concerning usage and dialect than did experienced teachers. (WR)

ED 092 924

CS 001 208

Casey, Rhoda Lintz

Through Federal Fundingland with Gun and Camera.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the Western College Reading Association (7th, Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Community Colleges, *Composition (Literary), *Federal Aid, Federal Programs, Financial Support, Language Arts, *Reading, *Remedial Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

When applying for federal funding of an academic project, the writing of the proposal is important and should include a description of the institution and its population, a statement of the problem to be alleviated, an outline of the proposed attack on the problem, a specific

catalog of each necessary item, and an itemized statement of the anticipated budget. A project partially funded by Title III for 1973-1974 involved the establishment of an individualized, correlated reading and writing training program for about 200 students with low entry behavior at an open enrollment community college in the Los Angeles area. Although only part of the necessary funding was granted, adjustments in equipment and remodeling were arranged, and additional salary money from a special campus office was made possible. Staff training (4 faculty members, 10 teaching assistants, and 4 student tutors) and reading lab remodeling preceded the commencement of classes. Student success provided one measure of program effectiveness, while various evaluations suggested changes to improve the program in the future. (JM)

ED 092 925 CS 001 211

Williamson, Leon E.

Teach Concepts, Not Words.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the Western College Reading Association (7th, Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Communication (Thought Transfer), Concept Formation, Concept Teaching, Educational Philosophy, Language Skills, Nonstandard Dialects, Vocabulary Development, Vocabulary Skills

Since concepts are the mental divisions man makes among the concrete and abstract phenomena of his environment so he may generate, maneuver, and control their relationships in a manner of satisfy his physical, emotional, social, and aesthetic needs, concepts should be the vortex of intelligence. Too often students are taught as if they lack a concept when all they really lack is a vocabulary item for the standard or learned language environment. Teaching strategies should direct the development of the ability to express concepts appropriately for any language setting. The following conceptual relationships form a hierarchical seriatim which may be followed in directing the development of conceptual clarity for any concept: concurrence, distinctness, appurtenance, dimensional, self-activity, equivalence, reaction, association and functional dependence. Using these conceptual relations in conjunction with vocabulary appropriate for the learned, formal, and informal language environments, a demonstration is presented of how a person may be able to express a concept using one set of vocabulary items, but not another set. The concepts can be taught without focusing on prestige or standard formal vocabulary. The syntax of thought is universal; the syntax of language is specific to a speech community. (TO)

ED 092 926 CS 001 212

Faulkner, Ann

Developing an Outreach Model: From Practice to Theory.

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the Western College Reading Association (7th, Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Basic Skills, College Faculty, College Instruction, Consultation Programs, Developmental Reading, Inservice Teacher Education, Reading Instruction, Study Skills

While maintaining and diversifying the services offered in the Reading and Study Skills Laboratory (RASSL) at the University of Texas, the RASSL staff also offers a wide range of outreach services. Currently there are three types of activities carried out under the general title of outreach: Basic Outreach, Co-sponsored Instruction, and Consultation. Basic Outreach is an information activity that involves talking to faculty members in departmental meetings, to classes, to several graduate students' associations, and to a wide range of other groups. Co-sponsored Instruction has two purposes: as a vehicle for delivering reading or study skills information at the co-sponsor's convenience, and as an effective "teaser" to more involvement in RASSL programs. In Consultation, the RASSL staff works with interested faculty or staff on issues involving students' learning. An extensive example of outreach services is presented to explain and

clarify the activities and the close relationship between outreach and regular RASSL classroom instruction. (TO)

ED 092 927 CS 001 213

Capuzzi, Dave And Others

Ideals into Reality: Some Examples.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the Western College Reading Association (7th, Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adult Basic Education, Adult Reading Programs, Basic Skills, College Instruction, College Students, Developmental Reading, Individualized Reading, Language Experience Approach, Programmed Instruction, Reading Diagnosis, Reading Instruction, Reading Programs, Remedial Reading Programs, Study Skills, Vocabulary Development

Examples of innovations in college and adult reading programs in five states are described. At Maricopa Technical College (Arizona) adult students have access to a special reading program emphasizing the language experience approach, capitalizing on students' life experiences and oral language facility. Otero Junior College (Colorado) teaches medical terminology in a Licensed Practical Nursing (LPN) program as the students meet the words in other course work. Language Masters help the LPN students master medical terminology through imitation and synthesis. The Informal Vocabulary Inventory used in the Reading Center at Ricks College (Idaho) is a quick and inexpensive diagnostic tool. The student lists the alphabet and then lists, alphabetically, as many words as possible in 10 minutes. Another innovative and inexpensive diagnostic test used at North Idaho College diagnoses knowledge of phonetics, noun and verb usage, and reading comprehension. Multi-track options in a Learning Skills program are offered to any interested student at the University of Utah. The study and reading skills program at the University of Wyoming consists of programed mini-courses for developmental and speed reading, vocabulary building, spelling, listening, and several other topics. (TO)

ED 092 928 CS 001 216

Elkins, John

Learning Disability Research in Australia.

Pub Date May 74

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Learning Disabilities, Literature Reviews, Reading, Reading Achievement, Reading Difficulty, Reading Instruction, Reading Programs, Reading Research, Remedial Reading

Identifiers—Australia

Reviewed in this paper are some of the aspects of Australian practices and research activities in learning disabilities conducted over the past decade. Special emphasis is given to the diagnosis and treatment of children with severe reading problems. The influence of instruments such as the Illinois Test of Psycholinguistic Abilities on the pattern of clinical and classroom practices in Australian education is traced. An approach which recognizes the interaction of aptitudes and teaching strategy is suggested as perhaps being the most efficient. Also suggested is that legislative or administrative convenience may not best serve children with learning disabilities and that teachers need training to understand both the learning process and the characteristics of exceptional children. (Author/WR)

ED 092 929 CS 001 217

Callaway, Byron And Others

A Comparison of Five Methods of Teaching Language Arts: Second Year.

Pub Date May 74

Note—7p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Basic Reading, Effective Teaching, Grade 1, Language Arts, Longitudinal Studies, Reading, Reading Research, Spelling, Spelling Instruction, Teaching Techniques

This paper reports on a two-year longitudinal study which determined the relative effectiveness of three methods of coordinating language arts instructional procedures and compared these methods with two methods in which components were not coordinated. The five treatment groups, to which 789 first grade students were randomly assigned, consisted of methods of instruction that either did or did not relate spelling to the basal reader. The instructional methods were: subjects taught to spell words that appeared in the reader; subjects taught from lists directly related to the reader; subjects taught spelling only incidentally as the children needed words for composition related to the reader; and subjects who had no spelling or written composition instruction but who engaged in oral discussion and art activities which were related to stories in the basal readers. It was concluded that, since not all differences were significant, language achievement was most enhanced by teaching spelling words drawn from the children's basal reading series. Results favored methods relating spelling, reading, and/or oral language over methods in which these were not carefully related. (WR)

ED 092 930 CS 001 235

Criteria for Excellence in Reading. Right to Read: Pennsylvania 1974.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Curriculum Development, Developmental Reading, Effective Teaching, Reading, Reading Diagnosis, Reading Improvement, Reading Instruction, Reading Materials, Reading Programs, Teaching Techniques

Identifiers—Right to Read

The criteria for excellence in reading presented in this paper are intended to be used by local school districts, and it is their prerogative to determine how to achieve the criteria based on local conditions, needs, capabilities, and desires. The contents include: "The Learner," which suggests that the learner should be guided to read widely and independently for his own purposes, instruction should be learner-centered, and the school should establish some means to aid parents in their roles in developing communication skills and enjoyment in learning in their children; "Staff," which discusses the role the educational staff should play in developing an excellent reading program; "Community," which discusses parent involvement, community resources, adult basic education programs, and the role of the school; "Instruction," which presents guidelines necessary for a successful reading program; "Materials," which looks at the function of materials in a total reading program; "Environment," which discusses the physical and psychological setting to which the learner is exposed during the school day; "Time," which presents suggestions for the allocation of reading time; "Evaluation," which presents guidelines for the use of evaluation; and "Budget." (WR)

ED 092 931 CS 001 237

Alabama Right to Read Program Criteria for the Development of Successful Reading Programs and State of Washington Criteria Leading to Excellence in Reading Programming.

Alabama State Dept. of Education, Montgomery; Washington State Board of Education, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Curriculum Development, Developmental Reading, Effective Teaching, Elementary Grades, Reading, Reading Improvement, Reading Instruction, Reading Materials, Reading Programs

Identifiers—Right to Read

Presented in this paper are criteria developed by the states of Washington and Alabama of what is believed to be a quality reading program. "State of Washington Criteria Leading to Excellence in Reading Programming" consists of a list of 25 statements that are reflective of a good

reading program. Some of these are that there is coordination and articulation of all of the administrative facets of the reading program, that there is a testing system which includes the use of criterion-referenced measures, that all children are taught at the instructional reading level, that there is an articulated preschool component that involves parents, and that there is an adult basic education component. "Alabama Right to Read Program: Criteria for the Development of Successful Reading Programs" lists statements indicative of an excellent reading program in the areas of programs, staff, community relations, instruction, and facilities and materials. (WR)

ED 092 932 CS 001 238

Brady, Charles V. Elford, George W.
Right to Read: A Project for Staff Development in Non Public Schools (1973-1974). Final Report. National Catholic Educational Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date Jun 74

Contract—OEC-0-72-5176

Note—85p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Elementary Education, *National Surveys, *Parochial Schools, Reading Improvement, Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, *Staff Improvement

Identifiers—*Right to Read

This project is a followup of a 1972-1973 project which surveyed reading programs among 2,000 nonpublic schools. As in 1972-1973, this project contains both an action phase and a research phase. The purposes of the project were to provide regional staff development programs which deal with nonpublic school needs as identified in the 1972-1973 project; to develop, via a series of workshops, strategies for reading improvement for nonpublic schools serving the disadvantaged, particularly the bilingual; to update the 1972-1973 survey of promising projects and to expand the survey to include elementary schools, high schools, and adult education programs not previously included; and to report the outcomes of these programs and surveys to interested schools and other parties. (Author/RB)

ED 092 933 CS 001 239

Klumb, Roger William
The Effects of Monitoring Pupil Performance and Two Incentive Treatments for Teachers on Pupils' Reading Skill Development and Teachers' Attitudes.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-268

Pub Date Aug 73

Contract—NE-C-00-3-0065

Note—136p.; Report on the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Elementary Education, Reading Ability, *Reading Achievement, Reading Development, Reading Instruction, *Reading Research, *Reading Skills, *Teacher Attitudes, *Teacher Motivation

Designed to investigate the effects of three motivational treatments given to selected teachers, this study measured the effects of the treatments in terms of pupil reading achievement and staff teachers' perceptions of selected interpersonal variables. Two hypotheses were tested: pupils in the control group and pupils in the experimental groups will not differ significantly in reading skill mastery, and teachers in the control group and teachers in the experimental groups will not change their perceptions of selected interpersonal variables. A total of 1,703 pupils and 69 staff teachers from 15 schools in Connecticut, Illinois, Minnesota, and Wisconsin participated in the entire study. Conclusions were that the percentage of pupils mastering skills was significantly higher on the posttest than on the pretest, a comparison between the gains in the percentage of pupils mastering skills between treatment groups was not significantly different except for one skill, and the analysis of the teacher questionnaires revealed that for all of the treatment groups and

on all of the measures of teachers' perceptions there were no significant changes. (Author/RB)

ED 092 934 CS 201 028

Nongraded Elementary and Middle School. English Language Arts Program.

Avon Public Schools, Conn.

Pub Date 69

Note—143p.

Available from—Business Office, Avon Public Schools, 34 Simsbury Road, Avon, Connecticut 06001 (\$5.50, Make checks payable to Avon Publishing Account)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Continuous Progress Plan, Course Descriptions, Curriculum Guides, Elementary Education, English Instruction, *Guidelines, Individualized Instruction, *Language Arts, Language Programs, Language Skills, Middle Schools, Nongraded Primary System, *Program Descriptions, *Teaching Guides

Identifiers—Avon Connecticut Public Schools

This guide was developed to acquaint teachers with the Continuous Progress Program, which is designed to recognize the individual differences of children in a nongraded curricular system and to make available to teachers a set of guidelines for implementation. The guide establishes the parameters within which the operation of an individualized process of instruction is to take place and presents seven principles on which the program is based. The contents of the document include: "The National Sequence of Change in the Elementary School Organization," "A Comparison of Graded and Nongraded Structures," "Teacher Involvement in the Avon Nongraded Program," "Questions and Answers on Avon's Nongraded Program," and a listing of specific levels within the program, including suggestions, activities, and skills. (RB)

ED 092 935 CS 201 029

Avon High School English Language Arts Program.

Avon Public Schools, Conn.

Pub Date 71

Note—248p.

Available from—Business Office, Avon Public Schools, 34 Simsbury Road, Avon, Connecticut 06001 (\$5.50, Make checks payable to Avon Publishing Account)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Continuous Progress Plan, Course Descriptions, Curriculum Guides, English Instruction, *Guidelines, Individualized Instruction, *Language Arts, Language Programs, Language Skills, Nongraded System, *Program Descriptions, Secondary Education, *Teaching Guides

Identifiers—Avon Connecticut Public Schools

This guide was developed to acquaint teachers with the Continuous Progress Program, which is designed to recognize the individual differences of students in a nongraded curricular system and to make available to teachers a comprehensive set of guidelines for implementation. The guide establishes the parameters within which the operation of an individualized process of instruction is to take place and presents seven principles on which the program is based. The contents of the document include: "The National Sequence of Change in the School Organization," "Questions and Answers on Avon's Continuous Progress Program," "Philosophy of the English Arts Department," and a listing of specific courses within the program, including suggestions, skills, and materials. (RB)

ED 092 936 CS 201 201

Snider, Sarah Cupp
An Investigation of Cognitive and Affective Learning Outcomes as a Result of the Use of Behavioral Objectives in Teaching Poetry.

Pub Date 73

Note—265p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-3872, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, Doctoral Theses, *English Instruction, Learning, Learning Processes, *Poetry, Secondary Education, Teaching Techniques

The purpose of this study was to determine whether the use of behavioral objectives in teaching poetry to ninth graders results in understanding on all cognitive levels and response on all affective levels. Four heterogeneously grouped ninth grade classes were randomly selected and assigned so that all four classes were involved in testing, and two classes were involved in treatment. The treatment classes were taught a poetry unit utilizing behavioral objectives. Pre- and posttests consisting of six items on each cognitive and affective level were administered. Results of the study revealed a significant change in understanding of poetry on each cognitive level and in response to poetry on each affective level. It was concluded from the study that use of behavioral objectives in the teaching of poetry does not inhibit learning, and it was recommended that further research be conducted to determine any possible positive learning effects due to the use of behavioral objectives. (Author/LL)

ED 092 937 CS 201 204

Probst, Robert Edward
Literature as a Mode of Knowing: Rationale for the Teaching of Literature.

Pub Date 73

Note—167p.; Ph.D. Dissertation, Duke University Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-1152, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Philosophy, *Instruction, Language, Literary Influences, *Literature, Literature Appreciation, *Student Interests, *Thematic Approach, Theories

This thesis proposes a philosophical foundation for literary instruction, based on several theories and philosophies of language and literature and on studies of student response to literature. Burke submits that literary art and common language uses find their origins in man's unique proclivity for creating symbols. Church argues, arguing that the learning process is one of thematizing. Cassirer states that mankind has developed symbol systems—art, science, history, literature, and other disciplines—to deal with the world, thus justifying literature as a valid mode of knowledge. Studies of student interest in literature indicate that literature provides a means for students to test their concepts of reality against those of writers and other students. Thus, literature teaching must recognize literary experience as highly subjective and must place greater emphasis on students' primary responses and less on peripheral literary data. (Author/JM)

ED 092 938 CS 201 210

Hensel, Nancy Hove
The Development, Implementation, and Evaluation of a Creative Dramatics Program for Kindergarten Children.

Pub Date 73

Note—111p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-4816, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Creative Dramatics, Creative Expression, Creative Thinking, Doctoral Theses, Early Childhood Education, *Educational Research, Kindergarten Children, *Language Development, Language Instruction, *Program Development, *Program Evaluation

The purpose of this investigation was to determine the effects of a creative dramatics program and a creative expression program on the development of basic language concepts, creative thinking abilities, and creative dramatics abilities in kindergarten children. The sample consisted of 58 children divided into three racially and sexually balanced groups. Conclusions were: (1) creative dramatics activities contribute to growth in the development of language concepts, the creative thinking abilities of figural flexibility and figural elaboration, and the creative dramatics abilities of concentration and creative movement; (2) both creative dramatics and creative expression activities contribute to growth in the development of the creative thinking abilities of verbal fluency, verbal flexibility, and verbal originality; (3) achievement in creative dramatics can be measured by the "Creative Dramatics Test"; and (4) the "Torrance Tests of Creative

Thinking," figural forms, and the "Creative Dramatics Test" measure different aspects of creativity. (Author/RB)

ED 092 939 CS 201 221

Dell, Gary S.

The Role of Semantics in Sentence-Processing.
Pub Date Apr 74

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Comprehension, Deep Structure, Listening Comprehension, Response Mode, *Semantics, *Sentences, Sentence Structure, *Structural Analysis

In order to explore the effect of semantic organization on the comprehension of sentences, this research, based on the hypothesis that fully grammatical sentences would be processed more easily than anomalous sentences, depended on data provided by 20 paid college students serving in individual sessions. Each student listened to 30 tape-recorded sentences—15 fully grammatical and 15 anomalous—through one speaker of a stereo system, and pressed a finger key as rapidly as possible on presentation of a tape-recorded click (at 4, 5, 8, 10, or 12 seconds) through the second speaker in the silent period following each sentence. Students then repeated each sentence verbatim 20 seconds after its presentation to insure perception of both sentence and click. Analysis of variance for reaction times yielded a significant effect for semantic relations. Reaction times for anomalous sentences showed a strong linear downward trend, but those for grammatical sentences did not. Data support the hypothesis that the semantic organization of a sentence affects the ease with which it is processed. The effect of semantic organization seems to occur immediately after, not as, the full sentence is heard. (JM)

ED 092 940 CS 201 230

Cohen, Milton

The Comparative Effects of Two Teaching Methodologies on the Social Structure, Learning Environment, and Group-Work Behavior of Eight Senior High School English Classes: An Evaluative Study of the Philadelphia Affective Education Development Program.

Pub Date 73

Note—260p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-1787, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, *Classroom Communication, *Classroom Environment, English Instruction, Group Behavior, *Group Relations, Interpersonal Relationship, Secondary Education, *Student Attitudes

Identifiers—*Affective Education Development Program

This study evaluated the Philadelphia Affective Education Development Program (AEDP) as it affected student relationships within the classroom and student perceptions of the classroom climate. The differences between four AEDP and four regular English classes from one high school were determined in regard to (1) sociometric structure as analyzed in terms of Schuck's concepts of centrality and diffuseness; (2) classroom climate as determined by student responses to the Learning Environment Inventory scales for friction, cliqueness, disorganization, apathy, goal direction, satisfaction, and democracy; and (3) the ability of the class to plan and work together as measured by the Russell Sage Social Relations Test for group problem-solving. The classes were not significantly different in sociometric structure or in the areas of friction, cliqueness, disorganization, and goal direction. The AEDP students tended to view their classes as higher in satisfaction and democracy and lower in apathy than did regular students, and they were more able to plan and work together as a class. No significant correlation was found among diffuseness of classroom sociometric structure, classroom climate, and the ability of students to plan and work together as a class. (TO)

ED 092 941

Sternglass, Marilyn Seiner

Similarities and Differences in Nonstandard Syntactic Features in the Compositions of Black and White College Students in Freshman Remedial Writing Classes.

Pub Date 73

Note—124p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6772, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Caucasian Students, *College Freshmen, *Composition (Literary), Doctoral Theses, Educational Research, Higher Education, *Language Usage, Negro Students, *Nonstandard Dialects, *Remedial Instruction

The purposes of this study were to determine the frequency of nonstandard linguistic patterns of black and white college freshmen in remedial writing classes in the Pittsburgh area and to correlate these features at a statistically significant level to the following linguistic variables: ethnic and language-history background, racial background, length of residency in the Pittsburgh dialect area, socioeconomic class, age, sex, and upward social mobility. There were four major research areas in the study: quantitative rather than qualitative differences in language usage; influences of language-history background of the subjects who produced nonstandard forms; awareness of nonstandard forms and the ability to suppress these forms; and use of a chi-square test which indicated that there was no statistically significant relationship between the production of nonstandard forms and nonlinguistic variables. The major pedagogical implication is that separate language materials are not needed for black and white students in remedial college-level writing classes. (Author/RB)

ED 092 942 CS 201 234

St. John, Barbara Ann

The Portrayal of Evil in Selected Children's Books 1945-1972.

Pub Date 73

Note—112p.; Ed.D. Dissertation, The University of Toledo

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6935, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Adolescent Literature, Beliefs, *Childhood Attitudes, *Childrens Books, *Childrens Literature, Doctoral Theses, Ethical Values, *Moral Development, Moral Values, *Personality Development, Personal Values, Social Values

Identifiers—*Evil, Newbery Award

The study focused on the conflict between good and evil as it was portrayed in selected examples of fantasy and realistic fiction appropriate for children in the 8-to-12-year-old range. Newbery Award books from 1945 to 1972 and the Newbery Honor books from alternate years within the same period were analyzed. In addition, children's literature experts were surveyed to determine their definitions of evil as well as their concepts of the role which evil plays in children's books. The following were the principal findings: (1) the majority of character delineation was achieved through inferential statements and behavior; (2) evil was delineated in more than one way in over 90 percent of the books; (3) recognition of the evil force brought change in the character's thoughts or actions in more than 90 percent of the books; and (4) good triumphed over evil in 81 percent of the books. Children's literature experts replied that: (1) evil was defined as involving deliberate action and a conflict with the values and ethics of society; (2) the recognition of evil is dependent on the individual's background as well as his experiences with books; and (3) fantasy presents characters in stereotypes of all good or all evil, thus making them easily recognizable. (Author/LL)

ED 092 943 CS 201 235

Gratz, Elizabeth Webber

A Study of an Experiment in Teaching a Unit in Dialectology to Selected English 10 Students in Two Iowa City High Schools by Classroom Teachers.

Pub Date 73

Note—180p.; Ph.D. Dissertation, The University of Iowa

CS 201 233

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-7377, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Doctoral Theses, *English Instruction, *Knowledge Level, *Regional Dialects, Secondary Education, *Social Dialects, Student Attitudes, Unit Plan

The purpose of this study was to determine if students under typical conditions in the American high school English classroom change their attitudes toward and increase their knowledge about American regional and social dialects as a result of being taught a unit in dialectology. The experimental and control groups were comprised of 291 students from two Iowa City high schools. The experimental group was taught a three-week unit in dialectology, while the control group had an individualized reading unit. Participating teachers followed uniform lesson plans, used audio-visual materials prepared for the unit, and kept anecdotal records of their own and students' reactions to various lessons. The students also received a pretest and a posttest. Results indicated that students' attitudes toward and knowledge about dialects did change; on both attitude and knowledge scales, the experimental method was significant in all analyses. It was further indicated that attitudes toward and knowledge about dialects changed as a result of being taught the unit and not because of different teachers, sections, sexes, or IQ scores. (HOD)

ED 092 944 CS 201 236

Wilhite, Jack Edward

The Response of a Small Rural Community in the Midwest to the Recommendations of the Anglo-American Conference on the Teaching of English.

Pub Date 73

Note—286p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-5733, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Board of Education Role, Community Involvement, *Community Support, Doctoral Theses, English Curriculum, *English Instruction, English Programs, Parent Attitudes, Parent Influence, *Secondary Education, Secondary School Students, Secondary School Teachers

Identifiers—*Dartmouth Seminar

In order to determine the extent to which a small rural community agreed with and had implemented the recommendations of the 1966 Anglo-American Conference on the Teaching of English (Dartmouth Seminar), five questions were formulated: (1) What is the community view of the recommendations? (2) Do differences in perception of curriculum exist among groups in the survey? (3) What is the relationship between the recommendations and the way English is viewed and taught in the community? (4) What factors are responsible for implementation or non-implementation of the recommendations? (5) What suggestions evolving from the study for various groups attempt to influence curriculum change? Two questionnaire forms were used—Form I for English teachers, administrators, board of education members, community leaders, and parents, and Form II for secondary school students. Findings note that parents are often inhibitive and that more time and effort should be spent in educating the public concerning the best teaching practices. (Author/JM)

ED 092 945 CS 201 237

Sanders, Sara Elise

A Comparison of "Aims" and "Modes" Approaches to the Teaching of Junior College Freshman Composition Both With and Without an Auxiliary Writing Lab.

Pub Date 73

Note—229p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-5321, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, *Comparative Analysis, *Composition (Literary), Discourse Analysis, Doctoral Theses, Evaluation Criteria, Higher Education, Instructional Materials, Junior Colleges, *Teaching Techniques

This study compared 15 classes of freshman composition taught by the *Aims approach*, which stresses the different expressive, literary, persuasive, exploratory, scientific, and informative aims of writing which govern the writer's choices relative to author, audience, subject matter, and language and 16 classes taught by a traditional *Modes approach*, which stresses techniques relative to the mode of exposition and other modes of discourse. A standardized objective test and randomly drawn essays were used as pre- and post-measures. While recognizing that recent research has demonstrated that satisfactory reader reliabilities for the test essay can be obtained, this investigation raises the question of validity of the impromptu essay as an achievement measure, and thus the validity of results in such research studies. Recommendations for seriously modifying the nature of the test essay are given. (Author/RB)

ED 092 946 CS 201 238

Belasco, Jack Thomas

Increasing Originality in Written Expression.

Pub Date 73

Note—191p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-3968, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Creative Writing, *Creativity, *Creativity Research, Creativity Tests, Doctoral Theses, Educational Innovation, Elementary Education, Secondary Education, *Teaching Methods, Teaching Techniques, Writing, Writing Exercises, Writing Skills, *Written Language

This study partially replicated Moss's "A Study of the Effect of Selected Methods of Instruction Designed to Increase Originality in Written Expression," except for the fact that this investigator taught a 5th grade and an 11th grade class for most of a school year. Some of the conclusions of the study were: no particular teaching technique was considered significantly different in terms of quality of student product; the raw score "trend" in both studies indicated that planned programs in divergent thinking increase originality in written expression; greater changes occurred among older students; highly original stories tended to be more rhythmic in pattern; and there are enough resource materials from the arts to enhance divergent thinking as schools reorganize to emphasize creative learning and teaching. (Author/LL)

ED 092 947 CS 201 240

Rice, Kathleen Roberts

Alternative Instructional Approaches to Freshman Communications in a Community College.

Pub Date 73

Note—138p.; Ph.D. Dissertation, Kansas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6638, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—College Freshmen, Communication (Thought Transfer), *Communication Skills, *Community Colleges, Doctoral Theses, Educational Research, *English Instruction, *Individualized Instruction, Junior Colleges, *Learning Laboratories, Teaching Methods, Teaching Techniques

The purpose of this study was to determine if there was any significant difference in the improvement of basic communicative skills between students enrolled in the second semester of freshman college English taught by the traditional classroom approach and students in the learning laboratory who received individualized instruction involving the use of special diagnostic and corrective equipment. Data were collected from 46 students enrolled in freshman English at a junior college, who were randomly divided into two groups, a control group which received traditional classroom instruction and a treatment group which was assigned to the freshman English program with incorporated learning laboratory experiences. The two groups were evaluated by means of pre- and posttesting. A significant difference in the improvement of basic communicative skills between students in the control and treatment group was evident by the results, and it was concluded that community colleges could justify the establishment of learning laboratories

which incorporate individualized instruction by the use of special diagnostic and corrective equipment with the basic concepts of freshman English. (Author)

ED 092 948 CS 201 241

Simpson, George Franklin

Measures of Writing Ability of Fourth, Fifth, and Sixth Grade Children.

Pub Date 73

Note—202p.; Ph.D. Dissertation, Kent State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-7339, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Doctoral Theses, Elementary Education, *English Instruction, Grade 4, Grade 5, Grade 6, Language Arts, *Language Research, *Program Evaluation, *Writing Skills

The purpose of this canonical and multiple correlation study of measures of writing ability was to develop a valid weighted index of writing ability to replace the single measures now being used to evaluate elementary English programs. The subjects, 134 pupils from each fourth, fifth, and sixth grade level of Broadway and Dunham schools in Maple Heights, Ohio, 402 subjects in all, were assigned two 30-minute writing tasks to be scored for 56 predictor measures. It appears that the errors in standard English made by a child, rather than the ability to manipulate transformational structures, are the most significant indicators of a child's writing ability. Attempts to classify children or evaluate English programs based solely on measures of T-unit length and transformational structures do not account for the major factor or factors of writing ability. The absence of identifiable specific writing skills, having high correlations with criterion measures and low correlations with other predictors, adds to the theory that writing ability is general verbal ability rather than a combination of specific skills. (Author/RB)

ED 092 949 CS 201 242

Raven, Frances Onde

An Analytic Study of the Essay Test of the Language Skills Examination in the Georgia Rising Junior Testing Program.

Pub Date 73

Note—271p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-4868, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students, *Composition (Literary), Doctoral Theses, *English Instruction, *Essay Tests, *Evaluation Criteria, Reliability, Rhetoric, Testing, Validity, *Writing Skills

This study examined the validity of the wholistic procedures used to evaluate the essays written by students in the Georgia University System as a part of the Language Skills Examination in the Georgia Rising Junior Testing Program. The plan of this study employed analytic procedures to evaluate a stratified random sample of the essays from the spring quarter of 1972. Sixty essays on one topic were selected, fifteen from each of the four ranks—1 (substandard), 2 (weak), 3 (good), and 4 (superior)—as assigned by the wholistic evaluation. The graders, raters in the wholistic evaluation, judged the essays on predetermined criteria of writing ability: organization, rhetoric, and mechanics. Following a trial run, the criteria definitions and rank descriptions were revised to provide clearer discrimination of the ranks. In the main evaluation, five graders used the revised definitions and descriptions to judge 40 essays, ten from each rank. Although the scores from the analytic evaluation were somewhat lower than those from the wholistic evaluation, the results of the study established four ranks of essay quality in keeping with the wholistic evaluation. (TO)

ED 092 950 CS 201 279

Quina, James H., Jr.

Theories of Symbolism: A Pluralistic Approach to Teaching Literature.

Pub Date Nov 71

Note—19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, November 25-27, 1971)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Higher Education, Instructional Materials, Literary Analysis, *Literary Criticism, *Literature, *Symbols (Literary), *Teaching Methods, *Theories

In analyzing literary works within a conceptual framework, the student needs the freedom to choose from a variety of critical standpoints and to discover for himself various approaches to the literary symbol. To illustrate the necessity of movement from one theory to another, the theories are arranged in the following order: transcendental theory of archetypes, Aristotelian and Platonic realism, intentionalism, contextualism, pragmatism, and positivism. The rationale for the arrangement of the theories on a critical continuum is that it provides a conceptual structure for discussion about disparate theories of symbolism and illustrates how problems introduced by one mode of criticism can be handled by shifting to another critical approach. (RB)

ED 092 951 CS 201 377

Millard, Joanne

Using the Library to Write a Term Paper.

California Univ., Los Angeles. Library.

Pub Date Feb 73

Note—12p.; Prepared by the College Library Reference Section

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Books, Catalogs, College Libraries, *Composition (Literary), Information Sources, Library Materials, Library Reference Services, *Library Research, Periodicals, *University Libraries

Focusing on the resources of an academic library (th University of California at Los Angeles, in this case), this booklet outlines and discusses a plan for conducting library research in preparing a term paper. Beginning with a section on books, in which the card catalogue is explained, the outline continues with sections on periodicals and bibliographies. Additional comments concern the reference desk, pamphlets, government publications, newspapers, term paper guides, the audio room, and the university research library and other campus libraries. Examples of catalogue cards and periodical and bibliographical index pages are included. (JM)

ED 092 952 CS 201 379

Hargraves, Richard

The Age of Milton—Paradise, Metaphysics, and Chivalric Codes: 5114.303.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—49p.; Authorized course of instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Course Content, *Course Descriptions, English Instruction, Instructional Materials, *Language Arts, *Literary Conventions, Literary Criticism, *Renaissance Literature, Secondary Education, Seventeenth Century Literature, Sixteenth Century Literature, *Teaching Guides

Identifiers—Minicourses, *Quinquennial Program

Developed for a high school unit on the age of Milton, this guide is designed to examine the dominant literary modes of thought expressed in Spenser's "The Faerie Queene," Milton's "Comus," "Paradise Lost," and "Paradise Regained," and John Donne's metaphysical poetry. Performance objectives are listed along with a rationale for the course and its content. A section entitled "Teaching Strategies" contains suggestions for exercises, activities, and materials. The guide concludes with a list of student and teacher resources including state-adopted textbooks, nonstate-adopted textbooks, additional reference materials, recordings, films, filmstrips, and sound-slide surveys. (RB)

ED 092 953 CS 201 381

Good Words: Notable Books on the American Indian.

American Library Association, Chicago, Ill. Reference and Adult Services Div.

Pub Date Apr 73

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—American Culture, American History, *American Indians, *Annotated Bibliographies

With the intent of lessening the misrepresentations and misunderstandings of the American Indian, nine students of Indian ancestry at the University of South Dakota Library-Media Institute have compiled this annotated bibliography. It consists of 50 titles, copyrighted between 1967 and 1971, which reveal both emphasis on books about Plains Indians (a result of the reviewers' Midwest backgrounds) and judgments that the books reflect realistic, honest, and authentic images of the American Indian. (JM)

ED 092 954 CS 201 385

Allen, Lee E., Ed.

Media.

New England Association of Teachers of English, Burlington, Vt.

Pub Date Feb 74

Note—37p.

Journal Cit—The Leaflet; v73 n1 Entire Issue Feb 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, Auditory Discrimination, Class Activities, *Curriculum Development, Discrimination Learning, Elementary Education, *English Instruction, Instructional Materials, *Multimedia Instruction, Secondary Education, *Teaching Techniques, Visual Discrimination

Intended for secondary English teachers, the materials and ideas presented here suggest ways to use media in the classroom in teaching visual and auditory discrimination while enlivening classes and motivating students. Contents include "Media Specialists Need Not Apply," which discusses the need for preparation of media educators with interdisciplinary backgrounds; "States of Creative Development," which provides as a model the five distinct levels of originality; "Audio-Visual Projects and Literature"; "The Medium and Message of Jazz and Poetry"; "Heads Top:ther," which stresses the importance of interdisciplinary programs; "An IMC to Visit...for Ideas," which describes an instructional materials center built on imagination; "Using Media Creatively in the English Classroom"; "Visually Speaking: Slide-Tape Production in the Elementary Grades"; and "Report from Nantucket H.S.," which describes the use of media as both a complement and a supplement to the English curriculum. (RB)

ED 092 955 CS 201 386

Nemanich, Donald, Ed.

Literature.

Illinois Association of Teachers of English, Urbana.

Pub Date Jan 74

Note—23p.

Available from—IATE Treasurer, 100 English Bldg., Urbana, Ill. 61801 (\$0.50)

Journal Cit—Illinois English Bulletin; v61 n4 Entire Issue Jan 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adolescent Literature, *English Instruction, *Instructional Materials, Literary Analysis, *Literary Criticism, Literature Appreciation, Reading Habits, Secondary Education, *Teaching Techniques, Thematic Approach

Identifiers—Aiken (Conrad), Robinson (Edwin Arlington), Shakespeare (William)

Intended for secondary teachers of English, this bulletin contains teaching techniques and instructional materials for practicing classroom teachers. Contents include "The Real Theme of Aiken's 'Impulse,'" which suggests that the theme of Aiken's short story is that actions have consequences; "Robinson's 'Richard Cory,'" which examines the theme of suicide; "On Teaching Shakespeare: An ERIC/CS Review," which presents instructional materials for teaching Shakespeare; "Two Tragedies: 'Julius Caesar' and 'Jesus Christ Superstar,'" which analyzes the similarities between their characters, themes, plot structures, and dramatic devices; "War and Patriotism, Yesterday, Today, and Tomorrow: Some Literature and Short Films on that Theme"; and "The Independent Reading of Young Adults," which presents the findings of a survey of the reading habits of adolescents. (RB)

ED 092 956 CS 201 387

Sullivan, Michael P.

An Approach to Teaching Modern Drama.

Pub Date May 74

Note—11p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Drama, *Literature Appreciation, Secondary Education, *Student Experience, *Student Interests, *Teaching Techniques

Identifiers—*Literary Allusions

Problems arising in teaching drama to high school students stem from their lack of usable allusions—previous experiences and learning—which enable them to understand and appreciate any literary genre. In attacking this problem, one approach enables the student to cope by using two methods of association: reliance on emotional relevance and reliance on situational relevance. In attacking the problem of drama presentation, student acting proves ineffective in producing credibility. Student reading is more appealing to the student but fails when the average student must rely on his imagination, while student watching provides the most valuable learning method. Whether this latter method employs live performance, television, or videotape, students should be given background information before viewing the play, after which directed discussion and supplementary materials will help students to relate the play to life and other literature, thereby building up their banks of usable allusions. (JM)

ED 092 957 CS 201 388

Finder, Morris

Criterion Tests and Standardized Tests.

Pub Date 74

Note—6p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Achievement Tests, *Criterion Referenced Tests, *Educational Testing, Effective Teaching, *Standardized Tests, Test Results

Standardized tests are devised to sort students out, comparing them on a scale from high to low, not to discover what students know. Thus, results of standardized tests are misleading in representing the achievements of educational programs and in comparing one school or school system with another. Criterion tests, however, measure directly and specifically the intentions of teaching. These tests, based on the skills which are taught and written so that students may demonstrate the extent to which they have acquired the desired learning, provide the acceptable bases for improving both schools and teaching. (JM)

ED 092 958 CS 201 389

Fischer, Sandra

Breaking Barriers to Classroom Discussions Through Interaction Exercises.

Pub Date Nov 71

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, Nevada, November 25-27, 1971)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Affective Objectives, *Classroom Communication, Decision Making Skills, Discussion Groups, *Group Activities, *Interaction, *Literature Appreciation, Teaching Techniques

The development of interaction skills is particularly well suited to the English classroom, especially one devoted to literature study. Through various interaction exercises, the student becomes sensitive to nonverbal messages, is enabled to reveal his feelings about himself, and can develop a sense of the relevancy of literature to the world as he sees it. Helping students become acquainted when forming new groups are the "identity reflection" and "preparticipation self-analysis" exercises; a "decision making" exercise based on a particular topic or story helps students relate personally to the subject matter; and the students are given practice in discussion skills through the "triad problem" exercise, which involves two-way communication—those group members who present the problem and those who receive it—plus an observer who provides necessary feedback. Such projects have proved valuable in achieving effective educational aims. (A list of references is included.) (JM)

ED 092 959

Pinsker, Sanford

The New Carpetbaggers, Black Literature and Academia's Revolving Door.

Pub Date Apr 74

Note—5p.; Paper presented at the Annual Meeting of the College English Association (Philadelphia, Pennsylvania, April 19-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College Teachers, *Composition (Literary), *English Instruction, Higher Education, Library Materials, Literary Criticism, *Negro Literature, Negro Students

College English teachers today, in responding to black writers' demands for a forum, frequently resemble the old carpetbaggers, in that their teaching of black literature or composition reveals little or no background knowledge of the subject, with the course often being only a smoke screen for an informal study in something else. Such exploitation can be avoided, however, if English teachers with the necessary dual love for subject and student will become thoroughly acquainted with black literature, sustaining their studies on the foundation of scholarship and literary criticism. In the process, both valuable library materials and black student interest must be maintained. With a serious approach, the important creative atmosphere may be provided, and student respect may be earned. (JM)

ED 092 960 CS 201 393

Glass, Malcolm

Practicing Literary Skills and Techniques.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Creative Writing, Fantasy, Higher Education, *Imagination, Instructional Materials, *Literary Analysis, *Teaching Techniques, *Writing Skills

Written to encourage imaginative approaches to teaching writing, this paper contains ideas for developing writing skills by encouraging creative writing, formal analysis, and criticism despite the traditional lack of literary analysis in the creative writing classroom. In addition to including teaching techniques for practicing literary skills useful to creative writing students, contents include discussion, assignment, and resource ideas explaining how to use this method for developing free-flowing and imaginative writing. (RB)

ED 092 961 CS 201 394

Curriculum Development Workshop-Seminar in Media. Final Report.

Miami-Dade Junior Coll., Fla.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date Jul 73

Note—78p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Behavioral Objectives, Communication (Thought Transfer), *Curriculum Development, Educational Objectives, English Instruction, Film Study, Instructional Materials, *Mass Media, *Multimedia Instruction, Teacher Seminars, *Teacher Workshops

Following a Curriculum Development Workshop-Seminar in media which was designed to prepare teachers to implement courses and programs in their own schools, teachers from elementary, secondary, and community college levels of instruction prepared written responses detailing their goals and objectives and collected them in this document. Contents include "Communication Arts" and "Media in Language Arts" for the elementary grades; "Filmmaking Course" for the middle grades; "Exploring the Language of Film," "Media Theory and Production Courses," "Film Study Course" (a six-week course introducing students to the film), "Film Study Course" (a semester course in which film is used to stimulate discussions on values and feelings), "Propaganda Segment of 9-Week Communications Units," and "Journalism and Drama Courses" for the senior high school; and "Media in the Curriculum; English 01, Verbal Studies," "Humanities Survey," "Non-Transfer English," "Faculty Workshop in Media," "Expository Writing

ing," and "Interdisciplinary Study" for the junior and community college. (RB)

ED 092 962 CS 201 395

Students and Teachers Develop English Curriculum: Classroom-Tested Curriculum Ideas, Volume 2, No. 1.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Oct 73

Note—4p.; Prepared by staff members of Francis Junior High School, Washington, D.C.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Classroom Participation, Discussion (Teaching Technique), *English Curriculum, *Goal Orientation, *Group Discussion, Junior High Schools, Learning Activities, Objectives, *Student Responsibility

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Providing students with the opportunity to establish their own learning goals is an essential factor in stimulating them to assume learning responsibility. Since the experience may be new for students, careful teacher planning for the first day is necessary and includes such preparations as creating a guideline of objectives, arranging the classroom in groups, obtaining necessary materials (dittoes, newsprint, markers), and composing a worksheet of specific directions to be followed by each group as it discusses its goals for the year. On the second day, full class discussion of the goals set up by the individual groups provides the opportunity for deciding upon a final list of class goals for the year. (Sample worksheets for the first and second days are included.) (JM)

ED 092 963 CS 201 397

Nemanich, Donald, Ed. Change and the Teacher.

Illinois Association of Teachers of English, Urbana.

Pub Date May 74

Note—22p.

Journal Cit—Illinois English Bulletin; v61 n8 pl-20 May 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Educational Change, *English Instruction, Language Instruction, *Language Usage, Secondary Education, Spelling, *Teacher Role

Identifiers—*Educational Resources Information Center, ERIC

Intended for high school English teachers, this document is devoted to the teaching of English and the effect of change on communication and language usage. Contents include the following: "The Search for What Matters," which discusses what was emphasized in the past in English instruction and examines the responsibilities of today; "Sensing the Future in the Instant," which considers the misuse of language in communication asks what effect this has on teachers of English; "A Brief Introduction to the ERIC System," which explains how to use Educational Resources Information Center collections; and "A Spelling Quiz," which presents examples of relatively common words which have more than one correct spelling given in leading dictionaries.

ED 092 964 CS 201 398

Fisher, Kenneth David

An Investigation to Determine If Selected Exercises in Sentence-Combining Can Improve Reading and Writing.

Pub Date 73

Note—160p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-2586, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Doctoral Theses, *Educational Research, Grade 5, Grade 7, Grade 9, *Reading Comprehension, Reading Skills, Teaching Techniques, *Transformation Generative Grammar, *Writing Exercises, Writing Skills

The purpose of this study was to determine if syntactic maturity, as measured by T-unit length, clause length, and clauses per T-unit, and if the level of reading comprehension, as measured by cloze tests and a standardized reading test, of one

group each of selected fifth, seventh, and ninth graders could be influenced by the students completing selected exercises in sentence-combining and embedding based on transformational grammar theory. Conclusions were that sentence-combining practice enabled students in all three grades to write more maturely than they did before the experiment. The practice helped students in all three grades equally well, and intelligence did not effect the results, since students with lower intelligence scores improved as did students with higher intelligence scores. The sentence-combining exercises, in the present form, did not help students to improve their reading comprehension. (Author/RB)

ED 092 965 CS 201 400

Gottfried, Adele E.

Modeling and Verbalizations of Lower-Class, Black, Preschool Children: Educational Implications.

Pub Date Apr 74

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Lower Class, *Models, *Negro Dialects, Nonstandard Dialects, *Preschool Children, *Verbal Communication, Verbal Learning

Two purposes guided this study: (1) to investigate the effects of modeling on the verbalizations of lower-class, black, preschool children; and (2) to investigate the relationships between the dialect employed by the model and children's language production. As subjects, 72 black, preschool children in lower-class neighborhood day care centers of New York City were randomly assigned to one of six conditions, with each group consisting of six boys and six girls. Models were two dark brown, neuter gender hand puppets representing an adult and a child, while visual stimuli consisted of three pictures—a drum, a clown, and a dog. In the pretest, a visual stimulus was presented to all children who then wrote a story about it. Four modeling conditions varied in either the linguistic style (Black English or standard English) or the relative lengths of the modeling story, while two control groups provided comparative information. Children's pretest and posttest responses were tape-recorded. The major finding revealed that modeling in a shorter sequence, using Black English, caused greater verbal productivity. (JM)

ED 092 966 CS 201 401

Linn, Michael D.

Black Rhetorical Patterns and the Teaching of Composition.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Black Community, Communication (Thought Transfer), *Composition (Literary), *Disadvantaged Youth, *Negro Dialects, Nonstandard Dialects, *Oral Expression, *Teaching Techniques, Writing Skills

When teaching composition to speakers of Black English, instructors should be aware of the dominance of oral expression in black culture and base the writing program on developing the students' present language abilities. The social value placed by inner-city blacks on oral expression is evident in the varying verbal contests carried out when interacting with the establishment or authority figures (i.e., "shucking," "jiving") and among themselves ("rapping," "running it down," "signifying," "sounding," "ranking," "styling" out). This expressive mode is different from that of middle-class speakers in function, being closely involved with performance (self-projection) and audience, and depending on a large body of shared knowledge. In developing a composition program, emphasis should be on teaching students how to handle situations not dependent on shared knowledge—frozen, formal communication. A practical way to do this is with a group writing project which permits interaction (familiar to them), first in a group play and later in group theme writing, building on the students' skills. (JM)

ED 092 967

CS 201 402

Huberman, Elizabeth

A Day in Jail: New Vistas.

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the College English Association (Philadelphia, April 19-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Composition (Literary), *Correctional Education, *Creative Expression, Drama, Institution Libraries, Literature, Painting, *Prisoners, Reading, Undergraduate Study

Identifiers—*Prisoner Rehabilitation
A twelve-hour program focusing on a day in jail which was organized by the Kean College departments of Fine Arts, Sociology, and English provided students with some concepts of what a day in jail is really like, and helped them to understand the necessity of creativity—study, writing, acting, painting, or even protesting—for survival. Inspired by the literary and artistic works of a jail inmate sentenced for life, the program included the showing of a compelling videotaped interview of this man, an exhibit of prison art work, the playing of a record made by a prison singing group, speeches by three representatives of the Fortune Society—two by former prison inmates and the third by the society's director, a panel discussion, a series of dramatized scenes from prison life, and a reading presented by five members of a reformatory theater group. Since then, some projects involving creative writing classes, libraries, art classes, and drama productions have begun and are being enlarged upon at several New Jersey prisons. (JM)

ED 092 968 CS 201 403

Gates, Michael Welch, Jack

Country Roads: A Regional Approach to Education.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Creative Writing, *Cultural Background, Cultural Factors, English Instruction, *Literature Appreciation, *Rural Education, Student Attitudes, Student Interests, Student Needs, *Teaching Techniques

Identifiers—*Appalachia

Effective classroom teaching in Appalachia, as well as in other rural areas, may (1) center on a theme familiar to the students in teaching literature; (2) involve students in socio-drama to help them recognize their identities, empathize with others, and clarify their values; (3) take advantage of the students' culturally acquired predispositions to be person-oriented and to identify with the land; and (4) appreciate the mountaineer's strong sense of independence. Using these suggestions, the teaching of writing may then begin with the simple elements—words—and proceed to sentence construction, the arrangement of a paragraph, the creating of a narration involving several paragraphs, and, finally, the writing of an essay including idea and paragraph organization. (JM)

ED 092 969 CS 201 404

Course Descriptions for an Elective [English] Program, Grades Ten through Twelve.

Park Ridge Township High School District 207, Ill.

Pub Date 73

Note—14p.; Prepared by the English Department of Maine Township High School South, Park Ridge, Illinois

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Course Descriptions, Curriculum Planning, *Elective Subjects, *English Curriculum, *English Instruction, *Guidelines, Literature, Reading, Secondary Education, Senior High Schools, Writing

This guide for pre-registration in English classes in 1974-75 outlines the steps for selecting courses from both the required and elective offerings and describes each of the elective subjects. Some of the elective courses available from the total list of 36 include "Writer's Workshop," "Reading Improvement," "Newspaper Production," "Literature of Chicago," and "Satire and

Humor." Each of the elective courses is rated on a scale from one to five to indicate degrees of difficulty. (RB)

ED 092 970 CS 201 405

What Is Career English?
Brevard County School Board, Cocoa, Fla.
Pub Date 73

Note—32p.
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Books, *Career Education, *Careers, *English Instruction, English Programs, Films, Instructional Materials, *Language Arts, Supplementary Textbooks, Vocational Development

English courses which involve the language arts skills and which should be incorporated into major career areas are described in this guide. The guide also describes the units, procedures, activities, supplementary materials, and evaluation tools and is keyed-by number-to the State Accreditation Standards and assessment objectives. Teaching units, divided into two phases (low-average level and average-high level), consist of three general topics for each phase—self-awareness, career choice, and self-awareness as related to job success. Lists of teaching materials include supplementary texts, films, filmstrips, and paperback books. The names of agencies and associations related to career English materials are also listed. (JM)

ED 092 971 CS 201 409

The Russian Novel, Literature: 5113.88.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—34p.; Authorized course of instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Course Content, *Course Descriptions, English Instruction, Instructional Materials, *Language Arts, Literary Criticism, *Novels, *Russian Literature, Secondary Education, *Teaching Guides

Identifiers—Minicourses, *Quinquennial Program

Developed for a high school quinquennial unit on the Russian novel, this guide is designed to give students the opportunity to become familiar with the major works of Leo Tolstoy and Fyodor Dostoevski. Performance objectives for the course include studying the general facets of 19th century Russian culture and history, analyzing the novels of Dostoevski and Tolstoy to note elements of similarity and difference, and contrasting the works of Dostoevski and Tolstoy with a variety of works by other Russian writers. Also included are "Course Content," which provides a rationale for the course and a list of subject matter range; "Teaching Strategies," which suggests activities, techniques, and instructional materials; and "Student and Teacher Resources," which lists state-adopted textbooks, nonstate-adopted textbooks, reference materials, and films for use in teaching the Russian novel. (RB)

ED 092 972 CS 201 411

Walling, W.
Confessions of a Would-Be Non-Provincial—Or, the English Teacher and Matthew Arnold's Ghost.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Culture, Educational Philosophy, English Curriculum, *Humanism, Social Attitudes, *Social Values

Identifiers—Arnold (Matthew), Humanitarianism, *Provincialism

Although Matthew Arnold may appear to be the representative of an increasingly irrelevant elitist vision by advocating a culture ultimately dependent on the exclusion of all but the very best in thought and expression, in fact he remains the writer who reminds us of the necessity for a social vision of ourselves superior to any mere provincialism. Various critics of the Arnoldian concept of culture, including Walt Whitman, G. John Roush, and Louis Kampf, have attempted to explain the separation of the Arnoldian ideal from ordinary reality, in his day and ours. However, Arnold's concept that the provincial spirit—

the ordinary self—opposes the ideal of the potential best self—led not by a class spirit but by a general humane spirit—is surprisingly applicable to Americans today. Arnold shows most clearly how imperfect and inhumane our destiny will be if Americans cannot transcend their trend toward provinciality. (JM)

ED 092 973 CS 201 414

Carter, Candy

Creature Features.

Pub Date 72

Note—20p.; Developed at Hoover Junior High School, San Jose, Calif.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Composition (Literary), *Course Content, Films, Grading, *Language Arts, *Performance Contracts, Reading, Research Projects, Secondary Education, Teaching Guides

Based on the contract grading system, this language arts course guide focuses on reading, writing, research, and film projects on topics which give people the "heebie-jeebies" and for which students earn points toward a final grade. Point values are dependent on the difficulty of the project or the length of the reading material. Contents of the guide include an introductory explanation of this contract course and its requirements; lists of project activities and their point values; a reading list, divided according to difficulty of material; rules for handling reading materials; reading review sheets; a list of writing activities; directions for research reports; sheets for movie reviews; an activity checklist; and samples of class games related to the projects. (JM)

ED 092 974 CS 201 415

Posada, Clara

The Spanish Theater in the Twentieth Century: 7509.52.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—24p.; Authorized course of instruction for the Quinquennial Program; In Spanish

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Course Content, *Course Descriptions, *Drama, Instructional Materials, Literary Criticism, Reading Skills, Secondary Education, *Spanish Literature, *Teaching Guides, *Twentieth Century Literature, Writing Skills

Identifiers—Minicourses, *Quinquennial Program

Developed for a high school quinquennial unit on the Spanish theater in the 20th century, this guide is designed to improve students' reading and writing skills and knowledge of human values, contemporary philosophy, and character portrayal through class dramatizations of plays. Some of the objectives for the course include analysis and discussion of concepts expressed by dramatists; classification of various passages as being humorous, dramatic, or tragic; appropriate use of punctuation marks; and vocabulary enrichment through the use of dictionaries. Sections on class activities, evaluation techniques, and a bibliography of additional materials, each written in Spanish, conclude the document. (RB)

ED 092 975 CS 201 416

McCabe, Ann Elizabeth

An Investigation of the Interaction of Motor Activity and Sentence Production in Young Children.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-207

Pub Date Aug 73

Contract—NE-C-00-3-0065

Note—79p.; Report from Project on Children's Learning and Development

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Child Development, *Child Language, Early Childhood Education, *Educational Research, Language Skills, *Learning Processes, *Psychomotor Skills, Sentences, *Verbal Ability

Intended to investigate children's competence in producing verbalizations to aid learning, this study deals with young children's ability to generate sentences, either covertly or overtly, with concurrent relevant motor activity. Sixty children at each of two age levels—four years and

seven years—were employed as subjects. It was hypothesized that covert sentence generation among the four-year-olds would be facilitated by the opportunity to engage in concurrent relevant motor activity, and it was further predicted that overt sentence generation would be hindered by concurrent motor activity among the four-year-olds but not among the seven-year-olds. The hypotheses were not supported by the recall score data which showed small differences in favor of the manipulation groups within both age levels and under all verbalization instructions. (Author/RB)

ED 092 976 CS 201 417

Edwards, Pat

A Bibliography of Appalachian Children and Young People's Books.

Berea Coll., Ky.

Pub Date 20 Jul 73

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adolescent Literature, *Bibliographies, Biographies, *Childrens Books, Fiction, Folk Culture, Folklore Books, Music, Poetry, Short Stories, United States History

Identifiers—*Appalachia

Books listed in this bibliography are related to Appalachia in some way, and range from picture books to books classified as adult. Brief annotations from a variety of sources are provided for most of the titles, while grade levels are indicated for some of the books. Topics include pioneer history, folksongs, biographies, folk tales, Cherokee Indians, and folk customs. (JM)

ED 092 977 CS 201 418

Wilder, Larry And Others

Pronunciation Effects in Verbal Discrimination Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-279

Pub Date Oct 73

Contract—NE-C-00-3-0065

Note—12p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cognitive Processes, *Educational Research, Higher Education, Learning Processes, Memory, *Pronunciation, *Recall (Psychological), *Verbal Learning

Identifiers—*Frequency Theory

Previous research has found that spoken rehearsal is superior to silent rehearsal during verbal discrimination learning. The frequency theory posits that verbal discrimination (VD) learning improves as the frequency differential between the correct and incorrect member of each pair increases. Erlebach, Hill, and Wallace (1967) tested this hypothesis by administering a recognition memory test immediately following a VD task and found that subjects correctly identified more previously correct than incorrect VD items. The present experiments of the frequency theory were replicated in a manner similar to that of Erlebach. A total of 80 paid college students (40 subjects in each experiment) were used. The stimuli consisted of 100 low frequency words from the Thorndike-Lorge tables; 50 of these words were randomly selected for a VD list. The results of the experiment clearly support the frequency theory prediction that pronunciation during informative feedback increases the differential between the correct and incorrect member of the VD pair, although it is unclear how this occurs. (RB)

ED 092 978 CS 201 419

Guide to Children's Magazines, Newspapers, Reference Books. 1974 Edition.

Association for Childhood Education International, Washington, D.C.

Pub Date 74

Note—12p.

Available from—Association for Childhood Education International, 3615 Wisconsin Ave., Washington, D.C. 20016 (\$0.50; Make checks payable to ACEI; Orders under \$5.00 cannot be billed)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Atlases, Biographies, Children, *Childrens Books, Dictionaries, Encyclopedias, Fine Arts, *Literature Guides, Music, *Newspapers, *Periodicals, *Reference Books, Sciences

This guide, listing magazines and newspapers for children, encompasses a wide range of subjects, with those items starred which are appropriate for all ages, not just children. Also included in the guide is a list of reference books for children, categorized under atlases, biography, dictionaries, encyclopedias, fine arts and music, handbooks and almanacs, literature, recreation, science, and social science. (JM)

ED 092 979 CS 201 421

Tway, Eileen
Literature and Writing.

Pub Date May 74

Note—4p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Childhood Interests, *Classroom Communication, *Creative Writing, Group Discussion, *Interaction, Language Development, *Literature Appreciation, Reading Interests

Classroom interaction, both student-teacher and student-student, provides a stimulating atmosphere for literature and creative writing discussions. Various recent research studies support the thesis that literature is an important influence on children's creative writing. Thus, teacher directed discussions require special skills involving not only the art of questioning, but also indirect behaviors such as the acceptance of children's feelings, the encouragement of their reading and writing activities, and the development of children's ideas. Through such sensitive approaches to classroom discussions, children's language development may be encouraged. (JM)

ED 092 980 CS 201 422

Duncan, John
The Necessity for an Investigation of Dialect Writing.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Dialect Studies, Linguistics, Negro Culture, *Negro Dialects, Nonstandard Dialects, *Standard Spoken Usage
Identifiers—*Black English

The statement by the Executive Committee of the Conference on College Composition and Communication affirming the student's right to his own language—his dialect—poses a challenge deserving further research, especially as it concerns the classroom situation. Black English, a dialect with linguistic principles whose roots can be traced to West Africa, has not been accepted by most educators although it has been shown to be a logical mode of expression. The effect of focusing standard English onto students accustomed to using black English has been negligible. Moreover, the proposal that children be taught to read and write in their own dialects and then be allowed to switch to standard English after they have grasped the principle of correspondence between written letters and spoken language will not preserve our heritage of dialects. Implicit in the right to language is the responsibility for communicability, but until more is written and understood in black English, many questions remain unanswered concerning its communicability. (JM)

ED 092 981 CS 201 423

Hardt, Hanno
Shield Legislation for Journalists: A Bibliography. Iowa Univ., Iowa City. School of Journalism.

Pub Date May 73

Note—37p.
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bibliographies, Censorship, *Court Cases, Court Litigation, *Freedom of Speech, Higher Education, *Journalism, Mass Media, *State Legislation
Identifiers—News Sources, *Shield Laws

Designed for the interested layman and the professional journalist, this bibliography serves as a guide to the pertinent literature on shield laws for working journalists. The collection includes a comprehensive listing of secondary sources, extracts of state laws with an indication of states currently debating the adoption of shield laws, and relevant briefs outlining the decisions in recent court cases. The document includes a list of those states with shield laws currently in effect. (RB)

ED 092 982 CS 201 424

Wilder, Larry

Recent Developments in Soviet Research on the Verbal Control of Voluntary Motor Behavior.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-277

Pub Date Oct 73

Contract—NE-C-00-3-0065

Note—13p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Patterns, *Behavior Theories, *Child Development, *Child Language, Cognitive Processes, Early Childhood Education, *Educational Research, Psychomotor Skills, *Verbal Learning
Identifiers—*Soviet Research

The study of verbal behavior has a long history in the Soviet Union, and some of the studies, especially those related to verbal conditioning and learning, have had considerable impact on Western research, particularly in the United States. The view set forth in this paper is that "voluntary behavior" is only that behavior which is verbally controlled and that such behavior is disturbed when the verbal instructions conflict with the child's own movements (stereotypy), or with his immediate perceptions (echopraxia). While Soviet psychological theory posits that voluntary behavior is typically verbally controlled behavior, it is argued here that voluntary behavior is only that behavior which is verbally controlled. It is precisely this fact which distinguishes the verbal control of behavior (either external or internal) from other forms of control. (RB)

ED 092 983 CS 201 427

Terry, Ann

Children's Poetry Preferences: A National Survey of Upper Elementary Grades. No. 16 in a Series of Research Reports Sponsored by the NCTE Committee on Research.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—72p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 15352, \$2.75 non-member, \$2.50 member)

Document Not Available from EDRS.

Descriptors—*Educational Research, Instructional Materials, Intermediate Grades, Language Arts, Literature Appreciation, *National Surveys, *Poetry, *Student Attitudes, *Teaching Techniques

Sixteenth in a series of research reports sponsored by the National Council of Teachers of English Committee on Research, this survey shows that children demonstrate specific preferences in both the form and content of poetry and that a judicious selection of particular poems by the teacher may enhance children's enjoyment of poetry. Some of the key findings were that children's enthusiasm for poetry declines as they advance from fourth to sixth grade; children prefer contemporary poems to traditional ones; poems dealing with enjoyable experiences familiar to today's child are more popular; poems that tell stories and have a strong element of humor are preferred; and poems with rhythm and rhyme that do not rely too heavily on complex imagery or subtly implied emotion appear to be popular. A review of the literature and implications for teaching poetry are included. (RB)

ED 092 984 CS 201 428

Klotman, Phyllis R.

Black Literature for Prospective Teachers.

Pub Date Apr 74

Note—3p.; Paper presented at the Annual Meeting of the College English Association (Philadelphia, April 19-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*African American Studies, College Instruction, *Educational Resources, *Instructional Materials, Negro Culture, Negro History, *Negro Literature, *Teacher Education

Surveying Afro-American literature—mainly from the Harlem Renaissance to the present—and examining materials and resources usually at the elementary, secondary, and college levels, this course culminates in the development of an individual or group term project. These projects have generally consisted of the following types; a lesson plan for the specific grade level on which the student is focusing, an annotated bibliography of resource materials for use in teaching, a multimedia presentation, and a creative project designed by the student in consultation with the instructor. When possible, an additional and valuable facet of the course is the presence of a black scholar-critic who may both give an all-university lecture and visit the classroom, engaging in dialogue with the students. (JM)

ED 092 985 CS 201 432

Isto, Sarah A.

College English and Alaska Native Students: "First Aid" for Entering Freshmen.

Pub Date Dec 73

Note—10p.; Paper presented at the Annual Meeting of the College English Association (Philadelphia, Pennsylvania, April 19-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—American Indians, College Freshmen, Composition (Literary), *English (Second Language), Eskimos, *Nonstandard Dialects, Reading, *Remedial Courses, *Teaching Techniques

Identifiers—*Alaska, Aleuts

Three special English courses have been developed to help poorly prepared native University of Alaska freshmen whose three major groups—Aleuts, Eskimos, and Indians—embrace a variety of linguistic backgrounds: (1) a course for students more fluent in English which uses English as a Second Language techniques, (2) a writing course which prepares students for basic freshman English, and (3) a course designed to meet the students' immediate reading, writing, and note-taking needs. Each section of this latter course is paired with a specific freshman lecture course in which students are enrolled for credit while the instructor sits in. This enables the English instructor to coordinate his presentation of skill practice with assignments in the paired course, to use relevant examples from the lecture, and to evaluate his students' applications of new skills in another class. Although a few problems such as heavy teaching loads, less teaching efficiency, and credit determination have arisen, they are outweighed by student success in some courses which assures them of another university semester in which to learn more English. (JM)

ED 092 986 CS 201 436

Bernstein, Abraham

Humanizing Shakespeare.

Pub Date May 74

Note—9p.; Paper presented at the Annual Meeting of the New York State English Council (Binghamton, New York, May 4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Drama, Grade 12, Literary Criticism, *Literature Appreciation, Secondary Education, Seventeenth Century Literature, Student Motivation, *Teaching Techniques

Identifiers—*Shakespeare (William)

The task of humanizing Shakespeare for high school seniors is not simple but may be done in a variety of ways, all intended to arouse student interest, curiosity, respect, and fondness for the Bard. Gimmicks such as bulletin board signs, pictures, maps, charts, and writings attract attention, as do letters to local newspapers reporting informally the Shakespeare class or club activities, always treating the playwright as a contemporary friend. Each term's selection of plays for study depends on the Shakespeare schedules of several theatrical companies so that a number of plays may be seen on stage (by bus travel to the theater location) or on television. Also effective are student references to both critical works and

humorous literature about Shakespeare, informal discussions in class or on buses en route to or from plays, listening to records, viewing filmstrips or movies, and acting in class or for special assemblies. In addition, the Folger Shakespeare Library's "Newsletter" and "The Shakespeare Newsletter" from Kent State University also help students to become enthusiastically familiar with Shakespeare. (JM)

ED 092 987 CS 201 437

Holden, Walter

The Elementary Pupil as Textbook Consumer.

Pub Date 74

Note—9p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Composition (Literary), Elementary School Curriculum, *Elementary School Students, *Language Arts, Listening, Reading, Speaking, Textbook Content, *Textbooks

The study of language arts is too large a topic for both elementary pupil and teacher, while the study of language skills—reading, writing, speaking, listening—is feasible. However, two main hurdles to teaching language skills well are the separation of reading as a lone subject and the ignoring of speaking and listening skills in many curricula. Although reading instruction eventually develops into literature study, listening must be taught intentionally, not incidentally, and persuasive speaking is necessary in involving the listener. The teaching of writing skills should also begin in the primary grades, as should the rudiments of logical thinking. Textbook language programs can be sequenced to provide increasingly demanding reading experiences and wider language skills study. In addition, textbook programs should include valid performance objectives and evaluation. Textbook publishers, editors, and authors bear the greatest burden of providing superior language arts programs for the final consumer, the pupil. (JM)

ED 092 988 CS 201 440

Midura, Edmund M.

A. J. Liebling: The Wayward Pressman as Critic.

Journalism Monographs, No. 33.

Association for Education in Journalism.

Pub Date Apr 74

Note—51p.

Available from—Prof. Harold Wilson, AEJ Publications Business Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minn. 55455 (\$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Analytical Criticism, *Communication (Thought Transfer), Freedom of Speech, Higher Education, *Journalism, *Media Research, *News Media, Newspapers, Performance Criteria

Identifiers—*Liebling (AJ)

Intended as an appraisal of A. J. Liebling's performance as a critic of the press, this study examines Liebling's career and analyzes his criticism for both quantity and quality. Following a brief biography, contents include "The Wayward Press"—also the title of his column published in "The New Yorker" from 1935 to 1963—which describes Liebling's working methods and reading habits; "The Substance," which provides a condensed version of his ideas as expressed in published writings and speech manuscripts; and "An Evaluation," which assesses Liebling's place in the history of press criticism and discusses his pioneering efforts at improving New York's newspapers. An annotated bibliography of A. J. Liebling's principal works on the press is appended. (RB)

ED 092 989 CS 201 441

Plattor, Emma E.

The Work Period in the Kindergarten.

Pub Date Sep 68

Note—5p.; In "Early Childhood Education Council," ATA, Calgary, Sept. 1968 (unpublished)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Child Development, *Class Activities, Early Childhood Education, *Educational Objectives, *Kindergarten Children, Motivation Techniques, *Preschool Teachers, Problem Solving, Socialization

Kindergarten provides the child with an introduction to the outside world and to various work activities appropriate to his stage of development. In order to select such activities, the kindergarten teacher must understand the child's growth, developmental, and learning processes both before he has entered school and during his kindergarten year. During this year, factual knowledge is expanded, reasoning and problem solving abilities are developed, and expanded social contacts and cooperative behavior are encouraged. The kindergarten teacher should both carefully plan the work periods which foster these developmental processes, and evaluate the behavioral results of each period. Thus, serving as an observer, reinforcer, positive critic, admirer, suggester, and nondirective guide, the teacher encourages a progressively more motivated and successful learner. (JM)

ED 092 990 CS 201 442

Farley, Frank H. Dowling, Phyllis M.

Experimenter by Subject by Retention Interactions: First Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-260

Pub Date May 73

Contract—NE-C-00-3-0065

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Caucasian Students, Disadvantaged Youth, *Educational Research, Grade 10, Inner City, *Learning Processes, *Memory, Negro Students, *Retention, Secondary Education, *Visualization

Short and long-term retention in a visual recognition memory task was studied as a function of race using 39 10th grade inner-city high school students as subjects and random polygons as stimuli. It was hypothesized that a black subject confronted by an unfamiliar white adult and requested to take a test might be more aroused than a comparable white subject, and a related hypothesis was that all testing situations are more arousing to black than white subjects. A significant interaction of retention interval by race was obtained; for example, on the immediate test white subjects obtained higher recognition scores than black subjects while retention test recognition scores were higher for the black subjects on the one-week interval. These results supported an earlier hypothesis by F. H. Farley of arousal, memory, and the conditions of testing in black-white learning and memory research, suggesting in addition that the race of the experimenter may be crucial to the analysis of the black subjects' task performance. (Author/RB)

ED 092 991 CS 201 443

Sims, Barbara

The Dyslexic College Student.

Pub Date Apr 74

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College Students, *Dyslexia, *English Instruction, Higher Education, *Learning Disabilities, Reading Diagnosis, *Reading Difficulty, Reading Skills, Writing Skills

With increased awareness of the reading problems of college students, more attention in recent years has been focused on dyslexia. No reliable figures exist on the occurrence of dyslexia among college students, but 10 percent is a representative estimate among elementary students; hence there would logically be fewer dyslexic college students. However, colleges should be prepared to see more and more dyslexic students in the next few years because of the increase in special education classes in the public schools. For the diagnosed dyslexic student, the teacher of composition should have some concrete methods available to help improve reading and composition skills. The situation is even more critical for the undiagnosed learning-disabled student. College teachers, and especially freshman English instructors, must learn to recognize and provide help for students with dyslexia. (RB)

ED 092 992

CS 201 447

Language Arts Goals and Objectives.

Cherry Creek School District 5, Englewood, Colo.

Pub Date 73

Note—103p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Aesthetic Education, *Behavioral Objectives, *Communication (Thought Transfer), *Communication Skills, Composition (Literary), Comprehension, *Language Arts, Literature Appreciation, Reading, *Self Actualization, Student Responsibility

Recognizing that the enrichment of the child's language arts experience is a prime educational responsibility, this booklet presents language learning materials which focus on teaching as developing awareness, widening the pupil's breadth of understanding, correcting poor habits, and cultivating positive attitudes toward language learning. Contents consist of lists of the language arts goals and objectives prescribed by the school district; sample behavioral objectives and testing models on the primary, intermediate, middle school, and high school levels for each of four student goals (to master communication skills, to acquire a sense of aesthetic discrimination, to become a self-actualizing person, and to assume responsibility for one's continuing development); suggested methods of evaluation; and a partial list of resource publications. (JM)

ED 092 993

CS 201 448

Westley, Bruce H., Ed.

The Critical Factor: Criticism of the News Media in Journalism Education. Journalism Monographs, No. 32.

Association for Education in Journalism.

Pub Date Feb 74

Note—47p.

Available from—Prof. Harold Wilson, AEJ Publications Business Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minn. 55455 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Analytical Criticism, Evaluation Needs, Higher Education, Institutional Role, *Journalism, Mass Media, Media Research, *News Media, *Performance Factors, *Teacher Role

Although there has been a reluctance in the past on the part of journalism educators to criticize the news media openly, evidence now exists indicating that attempts to assess the performance of the press are taking place in the classroom, in the community, and within the media itself. Contents of this AEJ monograph include "The Journalism Educator as Critic: His Contribution, Concern and Competence" by Herbert Strentz, which discusses the role of the journalism educator as press critic and outlines ways of accomplishing a thorough assessment of the media; "Media Criticism in Classroom and Community" by Kenneth Stark, which examines the strengths of the educator-critic and argues the need for scholarly criticism of the media; and "Criticism of the Media, With the Media" by David L. Anderson and Loren Ghiglione, which points out that while criticism has not been impressive in the past, the role of the critic appears to be evolving to a point where it will be institutionalized within journalism education and associated national organizations. (RB)

ED 092 994

CS 500 655

McLuskie, Ed

Against a Science of Human Communication: The Role of Hermeneutics in Contributing Arguments from the Frankfurt School.

Pub Date Apr 74

Note—24p.; Paper presented at the Central States Speech Association Conference (Milwaukee, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), Communication Skills, Higher Education, *Human Relations, *Philosophy, Social Behavior, *Social Sciences, *Theories

Identifiers—*Hermeneutics

In examining "the thesis of complementarity for American communication studies," this paper refers to the idea that the dominating social science behaviorism of communication inquiry

can be fruitfully complemented or supplemented with the science of interpretation (hermeneutics) as interpretation is regarded by the Frankfurt School of thought. The argument consists of three points: that the thesis of complementarity is recognized in the combination of the philosophy of science with a stated preeminence for the epistemological subject in hermeneutics; that hermeneutic understanding must be conceived of positively in order to subsist in this complementary relationship; and that the maintenance of the specific achievement of hermeneutics means the emancipation of inquiry from the cognitive monopoly of science. These three points are derived from the standpoint of Critical Theory as reflected in the Frankfurt point of view. Critical Theory's task has been to show the appearance of the increasing authority of science and thus amounts to an argument against a science of human communication. (Author/RB)

ED 092 995 CS 500 667

Levine, Charles I.

Cinema and Symbols.

Pub Date Mar 74

Note—20p.; Paper commemorating the 50th Anniversary of Fernand Léger's production of the film "Le Ballet Mécanique"

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Audiovisual Communication, *Films, Film Study, *Motion, *Symbolism, *Visual Perception

The real impact of cinema consists in its ability to translate symbols, the mind's form of language, into dynamic moving images. Man's visual orientation produces both his positive reaction to motion—a key element in cinema—and his perceptions of coded, visual information—symbols. The complex relationship between symbols and rhythmic motion which can be effected in cinema are apparent in "Horseopera," a collage film using footage from old western films. This collage combines the two separate areas of imprinted information disseminated among humanity, the symbol information, and the rhythmic sense which are inherent within mankind. (JM)

ED 092 996 CS 500 693

Parks, Arlie Muller

Computerized Games and Simulations for Speech Communication.

Pub Date Feb 72

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Class Activities, Communication (Thought Transfer), *Computer Assisted Instruction, *Games, Higher Education, *Literature Reviews, Secondary Education, *Simulation, *Speech, Teaching Methods

The purposes of this investigation are to study the uses to which computers have been put in the field of speech communication, to discover the kind of computerized games and simulations developed for use in speech classes, and to suggest some games and simulations which could be computerized for use in the communication classroom. Following a review of the literature in the speech communication area on the use of computers, contents include a variety of computer games and simulations either written for or adapted for use in speech communication classes, and several examples of computer games and simulations which could be developed for appropriate use in the communication curriculum. Two lists of references containing a total of 32 items are appended. (RB)

ED 092 997 CS 500 717

Fitchen, Richard

Phenomenological and Transactional Study of Inter-cultural Communication.

Pub Date Apr 74

Note—7p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, *Educational Research, Higher Education, Human Relations, Models, *Research Tools, Resource Materials, *Theories

This paper presents pretheory and theory for an approach to the study of intercultural communication and discusses the phenomenological basis of a theory of transaction, applying it to case study and comparative methods of analysis. The unit of analysis is denoted as an ABX paradigm and may be described as a communication dyad in a triadic universe of data. A and B are human agencies from different cultures whose relationship is one of communication interchange. X is the symbol system by which they communicate. ABX is not treated as an objective system but is considered for its analytic uses as an instrument of observation. (Author/RB)

ED 092 998 CS 500 724

Forstner, Robert F.

Judicial Communication Theory for Pre-Law Students.

Pub Date Mar 74

Note—12p.; Paper presented to the Annual Meeting of the Eastern Communications Association (Washington, D.C., March 21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Curriculum, *Communication (Thought Transfer), *Curriculum Planning, Higher Education, *Law Instruction, *Speech Curriculum, *Theories, Undergraduate Study

Identifiers—*Prelaw Curriculum

In explaining the pre-law recruitment campaign and curriculum plans of the Speech Communication Department at Drake University, this paper places emphasis on the department's broader eclectic approach to human behavior and communication theory as it relates to law and other aspects of life. The curriculum for the pre-law communication major is flexible to meet the needs of the student and is planned with the student and his major advisor. The program includes approximately 36 credits of communication courses; 15 credits of requirements from English, psychology, and American history; 40 credits of a correlated complement for law school developed by the advisor and advisee from accounting, economics, political science, sociology, and English; 9-18 credits of an introduction to legal subjects for undergraduates in constitutional law, administrative law, and business law; and 15-24 credits in various elective subjects. (RB)

ED 092 999 CS 500 727

Booth, James L.

An Investigation of the Effects of Two Types of Instructional Objectives on Student Achievement and Attitudes.

Pub Date Feb 73

Note—159p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-4934, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, College Students, *Communication (Thought Transfer), Doctoral Theses, *Educational Research, Effective Teaching, Learning Processes, *Teaching Procedures

To investigate the effect that the communication of behavioral objectives has on student achievement and attitudes in a basic speech communication course was the purpose of this study. Twenty instructors and their 417 students at Purdue University, representing 20 class sections of Fundamentals of Speech Communication, participated in the study. Two groups, consisting of 10 class sections each, received nine instructional objectives which were based on assigned reading in the required textbook. The objectives provided the first group were written in behavioral terms and represented three distinct levels of learning. The objectives for the second group were written in nonbehavioral terms. A research-designed content test was administered to both groups to assess student achievement of the objectives. The content test consisted of 50 items arranged into eight questions. Each question corresponded with an objective and was written to assess the appropriate level of learning represented by the objectives. The Purdue Rating Scale for Instruction was used to measure student attitude toward instruction. The results indicated that students provided with behavioral objectives scored higher on all three levels of learning than students provided with general objectives. (Author/WR)

ED 093 000

CS 500 731

Harpole, Charles H.

Probes into the Actuality of Fantasy: Jean Epstein's "La Chute de la Maison Usher."

Pub Date Apr 73

Note—33p.; Paper presented at the Special Seminar Series of the Department of Cinema Studies of New York University, April 2, 1973

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Drama, *Fantasy, *Film Production, *Film Production Specialists, *Films, *Film Study, Nineteenth Century Literature, Surrealism, Symbolism, Visual Perception

Identifiers—Auteurism, *Epstein (Jean)

"La Chute de la Maison Usher" is a film adaptation by Jean Epstein of two stories by Edgar Allan Poe, "The Fall of the House of Usher" and "The Oval Portrait." This film was typical of Epstein's artistic preoccupation with the ambivalence of reality as expressed in fantasy or surrealism, in qualities of movement, and in the vagaries of seeing and hearing. There are three aspects of Epstein's work on this film that merit attention: his deployment of filmic motion and superimpositions for the purposes of both revealing and concealing, his synesthetic "playing" with the faculties of seeing and hearing, and his use of the elements of fantasy. With this film, Epstein questions both the nature of reality and the nature of fantasy. (The author's purpose is to discuss one film as an aesthetic unity.) (RN)

ED 093 001 CS 500 734

Friedman, Paul G.

Awareness Groups for Migrant Children.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Cultural Background, Discussion (Teaching Technique), *Group Discussion, *Mexican Americans, *Migrant Child Education, Migrant Children, Peer Relationship, *Perception, Self Concept, Student Interests, Student Needs, *Teaching Techniques

Children of migrant workers, whose employment necessarily entails travel and work during parts of the school year, suffer academically from their truncated schooling and a different cultural background from both those who teach them and those who attend school with them. To counter these disadvantages, the creation of an awareness group time—half an hour each day—provides all children within the class with a chance to speak freely and listen to others on matters of personal concern and to establish closer relationships among themselves. Also benefiting from these discussions, the teacher must establish a warm, non-critical atmosphere which inspires the children's trust, draws out shy children, and gently but firmly deals with aggressive children. From discussions, drawings, puppet plays, and role-playing within these awareness groups, the migrant child may become more aware of his feelings and what triggers them, of his potential capabilities, and of the interpersonal consequences of his behavior. (JM)

ED 093 002 CS 500 735

Johnson, Bonnie Benson, Thomas W.

Gender Differences and Leadership Contention: A Case Study in the Rhetoric of Social Research.

Pub Date Apr 74

Note—37p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, Wisconsin, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Case Studies (Education), Group Relations, Higher Education, *Leadership Qualities, *Leadership Styles, *Psychological Studies, *Sex Differences, Socialization, Social Structure

The purpose of this investigation was to describe behaviors observed as comprising leadership contention and gender differences in groups. As defined in this study, leadership contention differs from leadership in that it is comprised of behaviors individuals derive from their beliefs about what leaders do and is also specifically concerned with a developmental process through time. Following a review of the literature which proved to be inadequate in providing logically

valid hypotheses, the next step in the investigation was the analysis of communicative behaviors of three groups of five people recorded on video tape during 4-hour periods. The bulk of the study is devoted to explaining the logical paradoxes encountered in studying leadership contention and gender differences and to demonstrating the role of the researcher's socialization in his or her construction of the group under investigation. The study concludes with a brief description of an alternative way of approaching subject matter so that paradoxes created by researcher socialization can be employed to discover new and fruitful ways to investigate and construct social reality. (RB)

ED 093 003 CS 500 736

Turrow, Joseph

Advising and Ordering on Television Dramas: The Display of Knowledge According to Male-Female Stereotypes.

Pub Date Apr 74

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Commercial Television, Cultural Images, Discriminatory Attitudes (Social), Media Research, Programming (Broadcast), *Sex Discrimination, *Sex Role, *Sex Stereotypes, *Television Research

Although the cultural stereotypes which the mass media disseminate about the roles of men and women are often discussed in general terms, the actual nature of these stereotypes in the present American culture has not been fully or systematically explored. This study examined part of the system of cultural stereotypes relating to men and women on television—specifically, the operation of male-female knowledge stereotypes that are displayed through the giving and receiving of advice and orders on afternoon and evening TV dramas. Clear-cut differences between the sexes in knowledge and approach to knowledge, tending to fall along and reinforce traditional stereotypical lines, were found in their interactions with each other, with men always shown at the nexus of ultimate power. The nature of the male-female stereotype did not change between soap operas (with overwhelmingly female audiences) and evening dramas (with mixed audiences). Rather, the soap operas emphasize those aspects of the stereotype most favorable to women without diminishing in importance the role of men. In this manner, the fundamental strictures of the culture are not violated while the expectations and desires of the female audience to see itself portrayed in central roles are gratified. (TO)

ED 093 004 CS 500 737

Lanigan, Richard L.

The "Speech Act" Paradigm in Current Analytic Philosophy.

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), Educational Research, *Information Theory, *Interaction, Interaction Process Analysis, *Interpersonal Relationship, Role Perception, Speech

The paper presents a nontechnical analysis of the philosophical theory of speech acts as a paradigmatic explanation of interpersonal communication. A contrast is drawn between the idea that meaning is "in people" and the speech act theory that meaning is an interpersonal construct. There are nine conditions of interpersonal communication that must exist for a statement to have meaning to a speaker and a listener: both persons speak the same language; the speaker articulates a promise in the sentence uttered; in expressing that promise the speaker obligates himself to a future act; both the speaker and the listener have a clear preference for the speaker keeping his promise; the promise predicates a future act that normally would not happen without the making of the promise; the speaker is sincere in his purpose: the speaker intends that the utterance of the sentence will place him under an

obligation to do the future act; the speaker intends to produce in the listener the knowledge that the utterance of the sentence places the speaker under an obligation to do the future act; and the semantical rules of the dialect spoken by the speaker and the listener are such that the sentence is correctly and sincerely uttered. (WR)

ED 093 005 CS 500 738

King, Corwin P.

A Functional Model of Memory in Communication.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Patterns, *Communication (Thought Transfer), Higher Education, *Literature Reviews, *Memory, *Models, Recall (Psychological), Research, *Theories

The purpose of this paper is to examine the function of memory as an underlying psychological process in human communicative behavior by offering a theoretical framework derived from communication literature. Divided into two sections, the paper deals with "The Psychology of Memory: Some Basic Propositions," which reviews the literature on the capacity and limitations of human information processing abilities, and "A Functional Model of Memory in Communication," which details a theoretical model of the role of memory in human communication and includes a schematic drawing to facilitate understanding. (RB)

ED 093 006 CS 500 739

Fletcher, Winona L.

Unbattered Eyes, Unmanacled Hands: Reflections of Revolt through the Pen of the Black Playwright.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Authors, *Drama, *Negroes, Negro History, Playwriting, *Revolution, United States History

Identifiers—*Black Playwrights

An analysis of the works of black playwrights since 1821 (the date of the earliest recorded play) reflects the Afro-American's concern with social revolution and his commitment to revolt. Early forms of protest in black drama revealed the desire to become active members of American society. Following a void in black playwrighting during the reconstruction period of the late nineteenth century, black intellectual rebellion was expressed in the 1930s, experienced a hiatus during the 1940s, and revived seriously in the late 1950s with Lorraine Hansberry's "Raisin in the Sun." Black drama during the 1960s exploded with plays of social protest aimed at the many characteristics of a sick society, then gave way by the end of the decade to concern with blacks themselves—self-determinism. Black revolutionary theater has progressed from disruption by white rowdies to the possibility that revolution in black theater may soon be outdated. (JM)

ED 093 007 CS 500 740

Kokkeler, Larry

Source, Message, Channel and Candidate Image: An Exploratory Study.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Higher Education, Information Dissemination, *Information Sources, *Journalism, *Mass Media, *Media Research, *News Reporting, Political Attitudes, Publicize

Identifiers—*Candidate Images, McGovern (George), Nixon (Richard)

Designed to explore the relationship between the mass media and candidate image, a single interview questionnaire was prepared to be administered during the two weeks prior to election day, November 7, 1972. It was hypothesized that the amount of information which respondents indicated they received from paid political adver-

tisements, editorials, supporters of the candidates, news reporters, and the candidates themselves and the amount of information available about the candidates' personal lives, campaign issues, the candidates' personal characters, and the candidates' political backgrounds would have a greater than chance relationship to the semantic differential scales for George McGovern and Richard Nixon. Respondents were drawn from three Southern Illinois counties and St. Louis County in Missouri. While both hypotheses were confirmed, it appears that it is the message type rather than the amount of information received which affects candidate image. Further research relative to the content of the messages within various media is necessary before any definitive explanation of the effect of sources, message, and channel on candidate image can be made. (RB)

ED 093 008 CS 500 741

Young, Stephen

Methods of Handling Criticism in the Communication Classroom: An Empirical Investigation of Student Preferences.

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—College Students, *Communication (Thought Transfer), Communication Skills, *Educational Research, Evaluation, *Evaluation Techniques, *Rhetorical Criticism, Teaching Procedures

Since students consider instructor criticism to be more helpful than peer criticism, this investigation focused on student responses to instructor critique methods. A group of 309 students enrolled in twenty class sections of Fundamentals of Speech Communication at Purdue University participated in the study. Subjects were administered a revised version of the Personal Report of Confidence as a Speaker. The final instrument contained two 8-item subscales measuring speech anxiety and exhibitionism. On the basis of student response to the 16-item instrument, subjects were divided evenly into low, medium, and high levels of speech anxiety and exhibitionism. A 32-item questionnaire was developed representing eight classifications (content and delivery, positive and negative, personal and impersonal, atomistic and holistic). For each statement, the subject responded as to whether he would prefer to receive the comment orally in front of the class, in private written form, or whether he had no preference. The results indicated that oral criticism in the classroom should probably be impersonal and atomistic, and that female students prefer the private, written mode more than do male students. (WR)

ED 093 009 CS 500 742

Civilly, Jean M. Plax, Timothy G.

The Effects of Information Exposure Activities on Attitudinal Changes Among Co-Culturals: Some Preliminary Findings.

Pub Date Apr 74

Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Attitudes, Communication (Thought Transfer), Cultural Differences, *Cultural Factors, *Educational Research, *Ethnic Groups, *Social Attitudes

To examine the effect of various activities and interactions on the attitudes of members of co-cultures toward each other was the purpose of this study. The research was conducted in two stages. In the first stage, semantic differential scales were developed for the measurement of attitudes toward co-cultures. Each of five sets of scales was used to measure perceptions of a different cultural group: black, Chicano, native American, Anglo, and Filipino. The data were collected from 89 students enrolled in basic speech communication courses at the University of New Mexico. The students were randomly selected and instructed to indicate their feelings about each cultural group as accurately as they could for each scale. The findings indicated that similar factor structures were found when measuring the perceptions of co-cultures together or separately. In the second stage, attitudinal

changes across activities and cultures were measured. A group of six Anglo and six Chicano subjects engaged in a series of four co-cultural activities, and subjects also responded individually to attitude scales. The findings indicated that there is no difference in the effects of certain co-cultural information activities on attitude changes toward other cultures. (WR)

ED 093 010 CS 500 743

Tomassoni, Mark

Towards a Communicative Theory of Organizational Planning.

Pub Date Apr 74

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), Higher Education, Interpersonal Relationship, Literature Reviews, *Organizational Development, *Planning, *Research Needs, Scientific Concepts, *Theories

The purpose of this paper is to expose communication theorists to the concept of planning and to accentuate three specific types of scientific planning: dialectic, delphi, and participatory online. Divided into three sections, contents include a historical overview of the study of planning, which consists of definitions centering on the dualistic categorical system of prescientific and scientific planning; an inspection of the communicative implications resulting from the scientific techniques of dialectic, delphi, and participatory online planning, which are presented in correspondence with interpersonal and organizational communication implications; and a discussion of future communicative research needs. (Author/RB)

ED 093 011 CS 500 744

Lowry, Dennis T.

Multiple Measures of Network TV News Bias in Campaign '72.

Pub Date Apr 74

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bias, *Broadcast Television, *Communication (Thought Transfer), Higher Education, Journalism, *Media Research, News Media, *News Reporting, Nonverbal Communication, Verbal Communication

Divided into two parts, this study includes an analysis of the verbal content of Nixon and McGovern news stories carried by the three networks and an analysis of selected types of nonverbal content. The universe for the study was the 53 days, Monday through Friday, between the end of the Republican national convention and election day, 1972. A random sample of 20 days was selected, and on each of these 20 days the evening newscasts for all three television networks were recorded on audio tape. The results indicated that Nixon received a greater total amount of news coverage than did McGovern, but that the three networks carried significantly more anti-Republican judgments than anti-Democratic judgments. The verbal data were not particularly clearcut on the question of bias for one candidate or the other, but the nonverbal data showed an overall pattern which can be interpreted as a pro-McGovern bias. Further analysis indicated that, while ABC showed little significant bias for either candidate, it appears that television news can be relatively unbiased in terms of verbal content and, at the same time, biased in terms of nonverbal content. (Author/RB)

ED 093 012 CS 500 745

Weizenborn, Ray E.

Intercultural Definition and Communication

Design: Propaganda and Agitation.

Pub Date Nov 73

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York, New York, November 8-11, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, Cultural

Factors, *Definitions, Foreign Relations, Higher Education, Political Influences, *Propaganda, *Research Design Identifiers—*Agitation

The research on intercultural communication design illustrates that definitions of propaganda and agitation can be altered if there is a change from an open to a closed culture, or vice versa. Russia and East Germany serve as examples of closed cultures, and the United States is employed on a comparative basis as an open culture. To enhance open culture understanding of the terms propaganda and agitation, the research delineates their closed culture functions. A communication design of the concept of feedback in specific closed culture propaganda and agitation is presented to illustrate intercultural concepts and functions. The design also serves to exhibit the intercultural effect of lack of information, definition confusion, and misconceptions of function. The research stresses that if there is little or no analysis of divergent communication functions and awareness of cultural definition, intercultural understanding may be thwarted and research stymied. (Author/RB)

ED 093 013 CS 500 748

Bosmajian, Haig

Freedom of Speech Bibliography: July 1972-June 1973; Articles, Books, and Court Decisions.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—21p.; In "Free Speech Yearbook 1973" published by SCA, edited by Alton Barbour, pp. 87-106

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bibliographies, Books, Court Cases, *Freedom of Speech, Periodicals

The materials listed in this bibliography on freedom of speech are limited to those published between July 1972 and June 1973. (Bibliographies for previous years appear in "Free Speech Yearbooks" of 1970 and 1971.) Articles and court decisions comprise the largest number of items listed, with six books included. (JM)

ED 093 014 CS 500 749

Buley, Jerry L.

Criterion Referenced Measurement in Speech-Communication Classrooms: Panacea for Mediocrity. Research Report.

Arizona State Univ., Tempe. Communication Research Center.

Pub Date Apr 74

Note—16p.; Paper presented at the Annual Meeting of the Central States Speech Communication Association (Milwaukee, Wisconsin, April 4-6, 1974); Some pages may reproduce poorly

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Criterion Referenced Tests, *Educational Research, Higher Education, Measurement Instruments, *Measurement Techniques, Norm Referenced Tests, *Speech Instruction

The philosophical underpinnings of the typical testing practices of speech communication teachers in regard to norm-referenced measurement contain several assumptions which teachers may find untenable on closer inspection. Some of the consequences of these assumptions are a waste of human potential, inefficient use of instructional expertise, development of negative attitudes toward school and self, and creation of mental health problems in a significant number of students. Criterion-referenced measurement was developed in response to the weaknesses of norm-referenced measurement, and the assumptions of both types of measurement receive critical attention. (Author/RB)

ED 093 015 CS 500 750

Allen, Richard K.

Simulation into Reality: Some Effects of Simulation Techniques on Organizational Communication Students.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Class Activities, *Communication (Thought Transfer), Course Organization,

*Game Theory, Higher Education, *Planning, *Simulation, Student Participation, *Teaching Methods

In an attempt to discover improved classroom teaching methods, a class was turned into a business organization as a way of bringing life to the previously covered lectures and textual materials. The simulated games were an attempt to get people to work toward a common goal with all of the power plays, secret meetings, brainstorming, anger, and friendship choices. The idea was to structure the members of the class into a hierarchical organization with organizational goals and functioning departments similar to those of a training-consulting firm. The instructor declared himself to be the general manager, not to keep control, but to stay out of the mainstream of the flow of communication. Organizational positions were assigned to each individual based on expressed preferences in response to a written description of each organizational slot. The advantages of this type of teaching method are the realistic experiences and the official and secret power plays and communication attempts. (RB)

ED 093 016 CS 500 756

Wheelless, Lawrence R.

An Investigation of Receiver Apprehension and Social Context Dimensions of Communication Apprehension.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Communication (Thought Transfer), *Educational Research, Evaluation Techniques, Individual Development, *Measurement Instruments, *Social Influences

The nature of self-report instruments designed to measure communication apprehension is discussed in this study. The following proposition was investigated: there are independent source versus receiver dimensions and independent-formal versus informal-context dimensions of self-reported communication apprehension. The Personal Report of Communication Apprehension and a 45-item instrument focusing on apprehension in the reception of communication were given to 324 undergraduate college students. The results indicated that a separate dimension or type of communication apprehension exists for the receiving function of communication. Both a factor analysis and a correlational analysis indicated that self-reported receiver apprehension varies independently of self-reported apprehension experienced by sources of communication. (WR)

ED 093 017 CS 500 759

Forusz, Judith Pulin

Speech: An Opening or a Dead End for Married Women.

Pub Date Mar 74

Note—5p.; Paper given at the Annual Meeting of the Eastern Communication Association (Washington, D.C., March 21-23, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Discriminatory Attitudes (Social), *Feminism, *Professional Education, *Professional Occupations, Sex Discrimination, Social Values, *Speech

For the American woman, educated and trained in the speech profession, marriage and motherhood induce a shock for which she is unprepared. Society still expects the main responsibility of child rearing to be that of the mother, while the speech profession, which has prepared all students to be teachers and scholars, is uncooperative in providing either a sabbatical leave for parenthood or part-time employment when the mother is ready to re-enter the profession. As evidence of such negligence of professionally trained mothers, of the eight women honored at the recent meeting of the Speech Communication Association in New York, six had never been married and neither of the other two was a parent. Obviously, the speech profession consists of successful, mature women devoted exclusively to their careers and young, single women. The missing middle group should be allowed back in the profession. (JM)

ED 093 018

CS 500 762

Yelsma, Paul

Social Perceptual Processes in Interpersonal Communication.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), *Higher Education, Human Relations, *Interpersonal Relationship, *Language Development, *Literature Reviews, Nonverbal Communication, *Perceptual Development, Verbal Communication

Social perceptual processes are reexamined in order to develop better insight into interpersonal communication selectivity when several stimuli are present. It is argued that stimuli are selected differentially because of the perceiver's experiential codification sophistication: a preference for using some codes rather than others exists in relation to previously learned verbal and nonverbal language development. Interpersonal perceptual selection of transmissions occurs in relation to the receiver's coding expertise in symbolic, sign, action, and object languages. The dominant language processing ability for a particular situation is hypothesized to be instrumental in producing individual differences in perceptual selection of interpersonal messages. (Author)

ED 093 019

CS 500 765

Ternent, William A.

Written Simulations for Research.

Pub Date Apr 74

Note—6p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Decision Making, Higher Education, *Management Games, Problem Solving, *Research Methodology, Research Needs, *Simulation, *Teaching Techniques

Identifiers—*Written Simulations

The written simulation is a useful form of instruction in subject matter requiring problem solving and decision making and is also useful for evaluation of learner outcomes in areas where what is learned can best be measured by its use in problem solving and decision making. A number of criteria which stressed the perceived need for greater flexibility, reality, and comparative studies were suggested for evaluating the potential of the written simulation for decision-making research. The written simulation was then viewed in terms of this context. While written simulations have potential for studies in the field of decision making, there are two serious shortcomings: simulations with realistic content are still artificial, and written simulations are limited by the ability, sensitivity, and creativity of the writer. (Author/RB)

ED 093 020

CS 500 766

Brooks, Robert D.

An Alternative for Retention: Genre Studies and Speech Communication.

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, Wisconsin, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College Instruction, Communication (Thought Transfer), Course Organization, Curriculum Design, Persuasive Discourse, *Public Speaking, *Rhetorical Criticism, *Speech Curriculum

Genre studies are offered as a needed alternative to the historical approach to the study of public speaking. Five ways to classify rhetorical genres are suggested: (1) by the changes which messages produce in audiences, (2) by the dominant methods or characterizing strategies of a message, (3) by style, (4) by culture or world view, and (5) by form in its widest sense. Several examples of courses that could be constructed in each of these divisions are provided. A brief discussion of some of the kinds of genres not worth study concludes the paper. (TO)

ED 093 021

CS 500 768

Shellen, Wesley N.

The Effects of Message Summaries on the Immediate Free Recall of Main Points.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Communication (Thought Transfer), *Educational Research, Higher Education, *Learning Processes, *Listening Comprehension, Memory, *Recall (Psychological), Recognition, Thought Processes

Identifiers—*Message Summaries

This study was designed to test the effects of message summaries on the recall of main points of an informative message. Two different types of summary techniques, a mnemonic and a traditional type, were identified and compared with each other and with a third treatment involving no summaries. One hundred and eleven volunteer subjects were randomly assigned to the three treatments and were given the "Goyer Organization of Ideas Test," which was used as a covariate. Although previous studies showed no effect of summaries on recognition as measured by multiple-choice tests, it appears that summaries are a significant aid to recall of the main points of a message. Further, some summaries seem to be more effective than others, as shown by the significantly higher recall scores of subjects who heard the mnemonic summaries versus subjects who heard the traditional summaries. (Author/RB)

ED 093 022

CS 500 770

Katula, Richard, Comp.

A Selected Bibliography of Herbert Marshall McLuhan (1911-1973).

Pub Date 73

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Bibliographies, Book Reviews, Communication (Thought Transfer), Literature, *Mass Media

Identifiers—*McLuhan (Marshall)

Spanning Herbert Marshall McLuhan's writing career, this selected bibliography covers his development as a scholar, beginning with his education and scholarly growth in the classical and literary traditions, continuing with his turning toward society and more popular concerns—especially communication, and concluding with his synthesizing of these two traditions into a new style, sometimes referred to as "McLuhanisms." Included are articles, books, and one movie—all listed separately but chronologically—both by and about McLuhan, as well as reviews of his books. (JM)

ED 093 023

CS 500 771

Pacanowsky, Michael Farace, Richard V.

An Instructional Simulation for Organizational Communication.

Pub Date Apr 74

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavior Patterns, Business Administration, *Communication (Thought Transfer), Communication Skills, Higher Education, *Management Games, *Organization, *Simulation, *Teaching Techniques

Ineffective communication in an organization is costly. This paper examines one of the many approaches to solving this problem—increasing employee awareness of communication by increasing employee communication skills and sophistication. Simulation games are an effective means of improving employee awareness. The simulation provides a common experience through which participants can learn general communication principles. It also gives the participants a perspective of the overall communication processes in the organization and provides a framework on which organizational communication skills can be built. Finally the simulation can be used to permit participants to experiment with different organizational structures and communication strate-

gies to observe the effects on communication behavior. (RB)

ED 093 024

CS 500 772

Weitzel, Al R.

In Search of a "Theory" of Campaign Communication.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavior Patterns, *Communication (Thought Transfer), Elections, Higher Education, *Models, *Political Issues, *Research Methodology, Research Tools, *Theories

Some distinct advantages in utilizing theory-oriented research as opposed to nontheoretic data gathering research are examined in this paper. Further, the need for theory-based research is suggested by defining the nature of theory and by reviewing two theory-oriented research developments. The funnel model of causality from the area of political science and the social judgment-involvement approach from communication are cited as examples of theory-oriented research development. This document concludes with a brief illustration of how theory building may be approached. (Author/RB)

ED 093 025

CS 500 777

Petric, Vladimir

From Written Film History to Visual Film History.

Pub Date May 74

Note—10p.; Paper presented at the Annual Congress of the International Federation of Film Archives (30th, Montreal, May 25-27, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Colleges, *Content Analysis, Course Content, *Film Libraries, Films, *Film Study, Repetitive Film Showings, Research Libraries, Research Methodology, *Structural Analysis, Universities

The poor quality of most university courses in film history is due to several factors, among them the fact that there is insufficient analytical documentation and direct cinematic illustration in existent written film histories. These histories examine films on a thematic level, offering noncinematic interpretation such as literary meaning, social significance, philosophical connotation, and the historical paraphernalia surrounding films. To partially resolve this problem, serious film research on classic films and specific cinematic styles should be undertaken, and archives of film classics should be established which allow repeated viewings of films and parts of films in the close structural analysis of sequences. In addition, a cinematic methodology including direct investigation of the formal strategy of certain groups of films should be permitted. A proposed project, the visual/analytical history of silent cinema, would involve films as primary study material, accompanied by shot-by-shot analysis and evaluation. (JM)

ED 093 026

CS 500 782

Pappas, Edward J.

Improving the Elementary and Secondary Speech Curriculum Through Curriculum Guidelines.

Pub Date Nov 73

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Course Evaluation, Course Objectives, Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, Elementary Education, Motivation, Secondary Education, Speech, *Speech Curriculum, Teaching Techniques

Although basic guidelines for speech curricula have been articulated in a variety of elementary and secondary texts and conferences, reform of these curricula is overdue. Among many deficiencies, the following eight are evident but may be remedied: (1) the lack of articulation and coordination at the various levels; (2) the absence of meaningful and carefully reasoned rationales to accompany the course outlines; (3) a failure to establish goals for courses; (4) a tendency to ritualize what is done without an accompanying

search for empirical support for the theory purported; (5) a fear of subjecting courses to rigorous evaluation; (6) a weak solution to the problem of motivation; (7) a fear of searching for criteria against which to measure successes and failures; and (8) the lack of concentrated study of strategies of instruction adapted to content. (JM)

ED 093 027 CS 500 783

McGaan, Lee
Measuring Perceptions of Authority.
Pub Date Apr 74

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Educational Research, *Group Relations, Higher Education, *Leadership Responsibility, Leadership Styles, *Literature Reviews, *Power Structure

The purpose of this study was to make a preliminary effort to explore subordinate perceptions of authority as measured by semantic differential-type scales through factor analytic techniques in order to determine the dimensional structure which results from subordinate responses to the question of authority use. Descriptions of authority from several disciplines were reviewed to reveal general characteristics of descriptions of authority. Adjectives selected from the literature were presented to 126 subjects as semantic differential type scales with the request that the subjects evaluate family authority figures. The results of the research were interpreted to have supported many of the general characteristics discovered in the literature. Problems of interpretation of factor analytic results and implications for further research are considered. (Author/EB)

ED 093 028 CS 500 788

Berko, Roy M.

Training of Speech Instructors for the Community-Junior College.
Pub Date Nov 73

Note—5p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cocurricular Activities, Community Colleges, Drama, Information Theory, *Junior Colleges, Speech, *Speech Education, *Teacher Education, Teaching Methods

Prospective two-year college speech teachers need to be aware of the unique aspects of these colleges and the recommended preparation for teaching in them, which consists of general training in the field of speech—oral interpretation, public speaking, rhetoric, communication theory, interpersonal communication, debate, discussion, acting, play directing, and forensics—and in creative teaching methods, not research methodologies. Since 85 percent of the schools have speech and/or drama extracurricular programs, training should involve direction and participation in such extracurricular activities and programs. In addition, the well-trained community-junior college instructor's education should include work in program development for the culturally deprived, experience in working with minority groups, knowledge of language development theories, and exposure to the types of communication necessary for teaching students who are preparing for technical and occupational fields. (JM)

ED 093 029 CS 500 806

Stice, J. Weldon

Verbal Aggression in State of the Union Messages During Wartime and Non-War-time.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Aggression, *Communication (Thought Transfer), Content Analysis, *Educational Research, Higher Education, *Political Issues, *Presidents, Research Tools, United States History, Verbal Communication

Designed to investigate verbal aggression in State of the Union messages during times of war

and peace, this study attempted to devise a method for quantitatively analyzing verbal aggression in public, political communication and to describe and explain the relationship of verbal aggression in State of the Union messages to the existence of war (wartime/non-wartime) and issues context (domestic/foreign). Results indicated that presidents tend to use more verbal aggression during wartime than non-wartime periods, that verbal aggression appears in greater proportion in foreign than domestic contexts during both wartime and non-wartime, that there is proportionally more verbal aggression in a foreign context during wartime than in a foreign context during non-wartime, and that verbal aggression in a domestic context does not appear to vary in proportion from wartime to non-wartime. (RB)

ED 093 030 CS 500 812

Harris, Thomas E.

Understanding McLuhan: An Extension of Rhetoric.

Pub Date 70

Note—12p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, Minnesota, April 1970)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), Cultural Factors, Higher Education, *Mass Media, Media Technology, *Rhetorical Criticism, Social Change, *Speech, *Technological Advancement

Identifiers—*McLuhan (Marshall)

The major principles of Marshall McLuhan are of great value to the field of speech. Four major principles are evident in McLuhan's work: the media is a broad explanatory basis for historical and cultural change; media is an extension of man; media can be classified as hot or cool; and man explains change by rearview mirrorism. The value of McLuhan's principles lies in their application by rhetorical critics, especially in providing understanding of how technological innovations influence man's perception. (RB)

EA

ED 093 031 EA 004 454

Schofield, Dee

Class Size. NAESP School Leadership Digest Series, Number Three. ERIC/CEM Research Analysis Series, Number Five.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-8-080353-3514

Note—32p.; Related documents are EA 005 662 & 663

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$24.00 plus postage. Available only as part of series of 13 reports)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, Administrator Attitudes, Administrator Guides, *Class Size, *Cost Effectiveness, Educational Policy, *Educational Research, Leadership, Literature Reviews, Small Classes, Student Attitudes, *Student Teacher Ratio, Teacher Attitudes, Teaching Load

This analysis outlines the generally inconclusive nature of class size research. In the area of achievement as it relates to class size, the research is demonstrated to be especially inconclusive. In addition to analyzing the problems and weaknesses of class size research, this paper summarizes the effects of class size on the educational process and on student and teacher attitudes, as well as the economic effects of reducing class size. A 60-item bibliography is included. (Author/WM)

ED 093 032 88 EA 006 153

Sherman, Marcella And Others

School Planning in a Historical Setting: Santa Clara County, California.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—RR-3

Bureau No.—72-8111

Pub Date Dec 73

Grant—OEG-9-72-0063(290)

Note—50p.; Related documents are ED 079 858 & 859, ED 083 692, EA 006 076, and EA 006 151 & 152

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Case Studies, Educational Change, Educational History, *Educational Planning, Elementary Schools, Facility Planning, Facility Requirements, Models, *School Demography, School Districts, *School Planning, Secondary Schools, Simulation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project SIMU School

The purpose of this study was to gather, through historical examination of Santa Clara County and its educational institutions, "base-line data" for the development of useful models for educational planning. This paper describes the growth and development of schools in the county and presents a list of factors that have contributed to the inability of school districts to "be ready" for changing circumstances. Part one of this paper provides an overall historical perspective, explores what the term "school planning" has meant over time, provides an overview of the development of the County and its schools, and examines some of the decisionmaking methods useful in viewing school district development. Part two examines more closely the historical development of four somewhat different Santa Clara County school districts; and part three identifies some indicators and influences of educational change, develops some hypotheses concerning the influencer/indicator causal relationship, and offers six specific recommendations for future school planning. (Author/MLF)

ED 093 033 EA 006 154

Blount, Gail, Comp.

Teacher Evaluation: An Annotated Bibliography.

Current Bibliography No. 8.

Ontario Inst. for Studies in Education, Toronto.

Library.

Pub Date Mar 74

Note—43p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 (Canada) (\$2.25)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Classroom Observation Techniques, Educational Accountability, Effective Teaching, Elementary Schools, Evaluation, *Evaluation Criteria, *Evaluation Methods, Performance Criteria, Performance Specifications, Performance Tests, Secondary Schools, Self Evaluation, Student Teacher Relationship, Supervisory Methods, *Teacher Evaluation, Teacher Qualifications, Teachers

Three interrelated frames of reference -- the purposes of evaluation, the criteria for evaluation, and the evaluators -- form the basis of the major subject divisions of this bibliography. Part one consists of general material on teacher evaluation, teacher effectiveness, and supervisory practices. Attempts to determine the qualities of a good teacher are the major concern of materials listed in part two; and citations in part three emphasize the how, when, and what of evaluation. A representative sample of the literature on classroom observation techniques is included in the latter, as well as material on student evaluation of teachers and self evaluation. Additionally, there is information on two recent objective-based innovations: performance-based evaluation and teaching performance tests. Part four brings together studies and reviews of research studies that investigate whether effective teaching can be scientifically determined. Of primary concern are attempts to correlate teacher behavior with positive changes in learners. The final section includes listings that cover this subject from an essentially Canadian point of view. (Author/MLF)

ED 093 034 EA 006 155

Ross, Doris M.

1973 State Education Legislation and Activity: Curriculum, Instruction and Special Programs: A Survey of the States. Research Brief Vol. 2, No. 4.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date May 74

Note—240p.; A related document is ED 082 987 Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$3.50)

EDRS Price MF-\$0.75 HC-\$1.40 PLUS POSTAGE

Descriptors—Adults, Career Education, Curriculum, *Educational Legislation, Elementary Education, Exceptional Children, Information Sources, Instruction, Preschool Children, Secondary Education, Socially Disadvantaged, *Special Programs, State Departments of Education, *State Legislation, State Programs

The second of a series of four, this research brief lists and indexes materials on State education legislation and activity by subject and State. The information was obtained from newsletters and bulletins on State legislation and from answers to questionnaires sent to State education agencies, legislative service agencies, teacher organizations, and school board associations. Other information was obtained from materials sent during the year to the Education Commission of the States. Items are listed and indexed by subject and State, and are organized to cover activities in the teaching-learning world—in classrooms, education centers, field trips, and the community. The materials are categorized within the broad area of special programs to include information relative to the career student, the exceptional child, the socially disadvantaged, the very young, and the adult community. The brief includes governance and administration items related specifically to these categories. (Author/MLF)

ED 093 035 EA 006 157

Frankel, Martin M. Beamer, J. Fred
Projections of Educational Statistics to 1982-83, 1973 Edition.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW/OE-74-11105

Pub Date 74

Note—175p.; A related document is ED 079 875 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Census Figures, Degrees (Titles), Educational Finance, Elementary Education, *Enrollment Projections, Expenditures, Graduates, Graphs, Higher Education, High School Graduates, *Prediction, *School Demography, *School Statistics, Secondary Education, Statistical Data, Student Costs, *Tables (Data), Teacher Supply and Demand, Tuition

This publication, the 10th in a series of annual projections of data on education, incorporates projections of elementary and secondary enrollments based on revised projections by the Bureau of the Census. Because significant changes in enrollment patterns have occurred during the past few years in institutions of higher education, this edition shows, for the first time, alternate total and first-time degree credit enrollment projections. The published sources of data are noted in each table. The tables are grouped by subject matter—together with detailed explanations of inclusions, exclusions, and descriptions of the data and projection methods. Separate chapters provide data on enrollments, graduates, teachers, expenditures, and tuition and other changes. Footnotes to the tables state the assumptions on which the projections are based, with references to tables and other data in the appendixes giving detailed technical explanation of estimation and projection methods. The appendixes also include selected details of classification changes, a glossary of terms, and a number of auxiliary tables. (Author/MLF)

ED 093 036 EA 006 163

Mullen, David J.

Involving Parents, Students, and Staff in Determining a Needs Assessment of Educational Priorities.

Pub Date Apr 74

Note—44p.; Paper presented at National Association of Elementary School Principals Annual Convention. (53rd, Anaheim, California, April 27-May 2, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Community Involvement, Community Surveys, *Curriculum Development, *Curriculum Planning, Decision Making, *Educational Assessment, *Educational Needs, Educational Objectives, Family Involvement, *Games, Program Evaluation, School Involvement, School Surveys, Student Participation, Teacher Participation

Identifiers—*Needs Assessment

In this paper, the author describes a game that is played by the school administration, faculty, staff, students, and parents in order to improve a school curriculum. The game gives all persons interested in the school an opportunity to "purchase" the kind of education they feel is needed. A player is given 20 Play money bills, each in the denomination of \$100, and he spends the money according to the amount of educational time and effort he feels should be devoted to a particular area. Choices are made within the nine areas of the 3 R's; social studies; science; work world; the arts; health, P.E., and safety; making choices; relationship with others; and development of self. Participants are also asked to rank their current school program (for a specific grade level) in each of these nine areas. Responses are then tabulated by computer and when the results are in, the school can move forward in curriculum development in accordance with the priorities of the school community. This publication contains a copy of the game, describes its development, and presents a case study of its implementation in an Atlanta school district. The community public relations and administration and costs of the game are also discussed. (Author/DN)

ED 093 037 88 EA 006 188

Cornish, Richard D. Hunt, Lester W.

SIMU School: A Path Toward Better Planning.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—RR-19

Bureau No.—S0010SW

Pub Date 74

Grant—OEG-9-72-0063(290)

Note—29p.; Script to accompany tape/slide progress report. Related documents are ED 079 858 & 859, ED 083 692, EA 006 076, and EA 006 151 through 153

Available from—Sets of accompanying slides and audio cassettes can be borrowed by request to Office of the Superintendent of Schools, Santa Clara County, 45 Santa Teresa Street, San Jose, California 95110

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Decision Making, Directories, *Educational Planning, Facility Planning, Information Dissemination, Models, Planning, *Program Descriptions, School Demography, School Districts, *School Planning, *Simulation, Student Enrollment

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project SIMU School

The materials in this booklet began as a script for a tape/slide progress report on Project Simu School, to be used in presentations to various groups who have had an interest in the project. The project was developed to create and implement a system to piece together and communicate educational knowledge to enable educators to improve their planning ability. The development of the project, its funding, and its components are outlined. The Chicago component is described as focusing its efforts on the problems unique to the urban community; the Santa Clara County component as working on bettering the planning process in communities moving from rural to urban characteristics; and the Dallas component as utilizing existing computer capability to develop simulation models which will promote better planning, as well as more efficient operation in a variety of school systems. All three components have worked toward the establishment of a National Center for Educational Planning. The appendixes contain a directory of personnel in the various components and the National Advisory Planning Board, as well as a listing of available publications. (Photographs and diagrams may reproduce poorly.) (Author/MLF)

ED 093 038 EA 006 209

New Forms for Community Education.

American Association of School Administrators, Washington, D.C.

Pub Date 74

Note—92p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (\$12.00, Quantity Discounts)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administrative Organization, *Community Education, Community Involvement, Community Resources, *Community Schools, *Community Services, Educational Finance, *Educational Innovation, Educational Programs, *Facility Planning, Program Descriptions, Shared Facilities, Shared Services, Student Needs

Identifiers—Charterres

The survival and improvement of culture in desirable forms in American society will require increased knowledge and skills; renewed social and civic consciousness; and the physical, social, and economic well-being of all citizens. This general uplifting can be accomplished only through broadened educational efforts at the grassroots community level. Although there are many common elements in the various community education programs currently in operation, there is undoubtedly as much variety as commonality in the scope, purpose, organization, administration, and operation of the programs. However, all community education programs are based on a common belief that the school exists to improve the community of which it is a part and consequently to strengthen society as a whole. This book explains community education as a concept and gives examples of communities where this kind of education is taking place today. (Photographs may reproduce poorly.) (Author/MLF)

ED 093 039 EA 006 221

1973-74 Performance Objectives for Kalamazoo

Public Schools.

Kalamazoo Public Schools, Mich.

Pub Date Jul 72

Note—6p.; Related documents are EA 006 222 through 225. See also American School Board Journal; v161 n2-4 Feb-Mar-Apr 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrator Evaluation, Administrator Guides, Behavioral Objectives, Board Administrator Relationship, *Educational Accountability, Educational Objectives, Elementary Schools, *Evaluation, Management by Objectives, *Performance Contracts, *Performance Criteria, Secondary Schools, *Superintendents

Identifiers—*Kalamazoo, Michigan

A list of behavioral objectives to be achieved by the Kalamazoo school system was drawn up for the period May 1, 1972 to June 30, 1973. Items in the list were designed to show the top priority directions for the school system and to serve as accountability criteria for evaluating the effectiveness of the present administration. The objectives address themselves particularly to modification of staff patterns, implementation of accountability models, improvement of classroom learning environments, and other areas. (Author/WM)

ED 093 040 EA 006 222

1973-74 Performance Objectives for Kalamazoo

Public Schools.

Kalamazoo Public Schools, Mich.

Pub Date 7 Sep 73

Note—9p.; Related documents are EA 006 221 and EA 006 223 through 225. See also American School Board Journal; v161 n2-4 Feb-Mar-Apr 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrator Evaluation, Administrator Guides, Behavioral Objectives, Board Administrator Relationship, *Educational Accountability, Educational Objectives, Elementary Schools, *Evaluation, *Management by Objectives, *Performance Contracts, *Performance Criteria, Secondary Schools, Superintendents

Identifiers—*Kalamazoo, Michigan

A list of behavioral objectives to be achieved by the Kalamazoo school system was drawn up for the period 1973-74. Items in the list were designed to show the top priority directions for the school system and to serve as accountability criteria for evaluating the effectiveness of the present administration. Accountability is conceived in terms of the need to provide school patrons with comprehensive feedback regarding the educational return for their tax dollars, to ascertain student performance levels in all areas, to differentiate between levels of productivity of personnel throughout the system, and to use fiscal responsibility as an important criterion in all decisionmaking. The objectives address themselves particularly to data collection and analysis, management by objectives, student learning, modification of staffing patterns, and other areas. (Author/WM)

ED 093 041 EA 006 223
Instructional Staff Performance Profiles and Related Information.

Kalamazoo Public Schools, Mich.
Pub Date Jan 74

Note—109p.; Related documents are EA 006 221 & 222 and EA 006 224 & 225. See also American School Board Journal; v161 n2-4 Feb-Mar-Apr '74

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Administrator Guides, *Educational Accountability, Elementary Schools, Evaluation, *Evaluation Techniques, Management Information Systems, Performance Contracts, *Performance Criteria, Profile Evaluation, *Questionnaires, Secondary Schools, *Teacher Evaluation

Identifiers—*Kalamazoo, Michigan

The Kalamazoo school system has developed for its instructional staff a series of accountability schemes collectively referred to as the Instructional Staff Performance Profiles (ISPP). They presently include performance profiles for teachers, secondary instructional specialists, secondary academic specialists, elementary instructional specialists, student leaders, and counselors. Two major purposes of the ISPP are to serve as a comprehensive accountability scheme which provides instructional staff with relevant feedback in reference to improve their performance and as a management information system for principals to use as a basis for evaluative decisions. The ISPP is an attempt to obtain a measure of multiple factors which individually may contain considerable bias, but which collectively constitute an objective, comprehensive, and accurate appraisal of the performance of the instructional staff. (Author/WM)

ED 093 042 EA 006 224

Coats, William D.
Statement for State Department of Education Hearing on Accountability,
Kalamazoo Public Schools, Mich.

Pub Date Mar 74

Note—4p.; Related documents are EA 006 221 through 223 and EA 006 225. See also American School Board Journal; v161 n2-4 Feb-Mar-Apr 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrator Guides, Behavioral Objectives, Board Administrator Relationship, *Educational Accountability, Educational Objectives, Elementary Schools, Evaluation, Management Information Systems, Performance Contracts, *Performance Criteria, *Public Education, Secondary Schools, State Departments of Education, Superintendents

Identifiers—*Kalamazoo, Michigan

Accountability as a concept refers to little more than "common sense" management wherein outcomes of various programs and practices are measured, and this information is used as feedback for making appropriate changes and recording progress. The core of the Kalamazoo accountability model is the development of a management information system. (Author/WM)

ED 093 043 EA 006 225

Coats, William D.

How To Evaluate Your Administrative Staff.

Pub Date Apr 74

Note—19p.; Paper presented at National School Boards Association Annual Convention, (34th, Houston, Texas, April 6-9, 1974.) Related

documents are EA 006 221 through 224. See also American School Board Journal; v161 n2-4 Feb-Mar-Apr 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Personnel, *Administrator Evaluation, *Administrator Guides, Behavioral Objectives, *Educational Accountability, Educational Objectives, Elementary Schools, Evaluation, *Performance Contracts, *Performance Criteria, Questionnaires, Secondary Schools, Tables (Data)

Identifiers—Kalamazoo, Michigan

In an effort to reward excellence and discourage mediocrity, an accountability-based salary system has been implemented for all administrators in the Kalamazoo school system. Administrator salaries are adjusted for performance and/or reclassification reasons. Judgments of performance are based on the extent to which an administrator achieves meaningful performance objectives and on comprehensive feedback from relevant reference groups. Reclassification is based on the scope and function of the position. Evaluation of administrators is coordinated and finally determined by the superintendent after careful analysis of extensive input from other appropriate administrators who, in turn, utilize information generated by relevant reference groups. For the 1974-75 school year, salary percentage changes for administrators vary from 0 to nine percent. These percentages, the basic salary ranges, and other specifics of the performance evaluation components for administrators are reviewed and updated periodically. (Appendix may reproduce poorly.) (Author/WM)

ED 093 044 EA 006 229

Fisher, Andrew Potiker, Janice

Sex Bias in Secondary Schools: The Impact of Title IX.

Pub Date 74

Note—24p.; Part of an anthology, "Sex Bias in the Schools: The Research Evidence" to be published August 1975

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Admission (School), Athletics, *Educational Legislation, Elementary Education, *Federal Legislation, Secondary Education, Sex Differences, *Sex Discrimination, *Vocational Education

Identifiers—*Elementary Secondary Education Act Title IX, ESEA Title IX

Title IX of the Education Amendments of 1972 is the first comprehensive anti-sex discrimination law that covers students. Although most of the attention given to the law since its passage has focused on its impact on colleges, Title IX will have the greatest impact on the elementary and secondary levels of education. All school districts in the country receiving federal funds will be required to abide by these regulations in order to continue receiving funds. This legislation does not prohibit different entrance requirements for boys and girls to schools for the academically or artistically talented, nor does it prohibit single-sex schools, except for vocational schools. However, all other aspects of public school policy will, in one way or another, be affected by Title IX. Although the implementing regulations of Title IX have not been finalized, from the proposed regulations released in June 1974, it is possible to determine the type of school policies that will require changes. This report describes some of those policies. (Author/JF)

ED 093 045 EA 006 232

Musella, Donald Arikado, Marjorie

Open Education and Open Area Schools.

Pub Date 1 May 74

Note—44p.; Paper presented at National Association of Elementary School Principals National Convention (53rd, Anaheim, California, April 27-May 2, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Curriculum Design, *Educational Philosophy, Elementary Schools, Flexible Progression, Individualized Instruction, *Inservice Programs, Instructional Materials, Non-graded System, *Open Education, *Open Plan Schools, Principals, Student Interests

The first part of this paper synthesizes a model for conducting inservice activities to assist schools in defining assessing the extent of open education and in identifying the action steps

needed to move toward greater open education in classroom and school. Some of the implications of the basic assumptions underlying open education are developed, and a method of evaluating the various aspects of an open education program is presented. Next, the document focuses on the open area school -- its advantages, disadvantages, and problems -- with problem solutions being offered. Much of the data is based on the experience of selected teachers and principals in open area schools in Ontario, Canada. (Author/MLF)

ED 093 046 EA 006 233

Sargent, Cyril G. Handy, Judith

Fewer Pupils/Surplus Space. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 74

Note—55p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 (\$4.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Building Conversion, Census Figures, Consolidated Schools, Data Bases, Demography, *Enrollment Projections, Facility Case Studies, *Facility Utilization Research, *Family Mobility, Information Sources, *Population Trends, School Community Relationship, School Redistricting, Shared Facilities, *Space Utilization

Identifiers—*School Closings

After a quarter of a century of rapid and sometimes spectacular growth, an increasing number of school systems are finding themselves faced with shrinking enrollments. The problems have changed from what to do about overcrowding, double-sessions, and temporary facilities, to what to do about empty classrooms. The report examines this counter-phenomenon of shrinkage to find its extent, possible duration, and some of the strategies being developed to cope with surplus space. The authors interviewed over 100 school districts in 40 States and invited 25 of the larger cities to respond in writing to questions about their enrollment projections, whether they had excess space, and their plans for using it. The numbers needed to justify a decision to close a school form the basis of an analysis and recommendation. The report deals directly with how future population numbers are calculated and discusses the strategies and procedures that follow when a population is too thin for existing school facilities. (Author/MLF)

ED 093 047 EA 006 234

Reusing Railroad Stations. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date May 74

Note—155p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 (\$4.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Architectural Character, *Building Conversion, Building Improvement, Cultural Centers, Federal Aid, Financial Support, Interior Design, Interior Space, Land Use, Public Facilities, *Rail Transportation, Resources, *Shared Facilities

Identifiers—*Railroad Stations

Railroad stations are a unique American resource that should continue to serve public and private interests even though their original purpose may have passed. Large stations should be considered as prominent civic structures whose redevelopment could offer significant opportunities to influence the future character, economy, and operation of urban centers. This report tells the story of rehabilitating sturdy, often handsome structures, ideally combining in one building several uses including public transit as a component of multiple use. Ten examples of the successful reuse of stations have been selected, representing different sized stations, uses, and ways in which reuse has been accomplished. Despite these and other encouraging examples of reuse, many architecturally resplendent stations remain in jeopardy. Five examples are given of endangered "stations" sited on highly valuable urban land. An analysis of the economic routes

58 Document Resumes

open to those interested in acquiring and reusing railroad stations points out the limited money available and the necessity of the private sector joining with government if the larger stations are to be saved. (Photographs may reproduce poorly.) (Author/MLF)

ED 093 048 EA 006 235

D'Eugenio, Terrance
Building with Tires.
Advisory for Open Education, Cambridge, Mass.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date 71
Note—31p.

Available from—Advisory for Open Education,
90 Sherman Street, Cambridge, Massachusetts
02140 (\$1.50, prepaid)

Document Not Available from EDRS.

Descriptors—*Athletic Equipment, *Building Innovation, Building Materials, Construction (Process), Early Childhood Education, Open Education, *Playgrounds, Recreational Facilities, *Recycling, Safety
Identifiers—*Tires

Text, drawings, and photographs show how tires, no longer usable for transportation, were assembled in a variety of ways to make swings, climbers, tunnels, and walls for a homemade playground. With the support of community representatives and a local high school class, a playground in Brockton, Massachusetts, was built in four days from tires obtained free from garages, junk yards, and tire companies. In addition to specific directions for joining the tires and assembling the tires to form different structures, information is provided on materials, cost, and safety considerations. (MKF)

ED 093 049 EA 006 236

Sharkey, Anthony, Ed.
Building with Cardboard.
Advisory for Open Education, Cambridge, Mass.
Pub Date 70
Note—26p.

Available from—Advisory for Open Education,
90 Sherman Street, Cambridge, Massachusetts
02140 (\$1.00, prepaid)

Document Not Available from EDRS.

Descriptors—*Construction (Process), Early Childhood Education, *Furniture, Guides, Innovation, Learning Activities, *Manipulative Materials, Open Education, Paper (Material), *Toys
Identifiers—*Cardboard

Text and illustrations show how to fashion furniture and toys out of sheets of triple corrugated cardboard. A discussion of the principles of joining the surfaces is followed by information concerning the tools, materials, and procedures necessary to the assembly of specific items. (MLF)

ED 093 050 EA 006 237

D'Eugenio, Terrance, Ed.
Building with Tubes.
Advisory for Open Education, Cambridge, Mass.
Pub Date 70
Note—16p.

Available from—Advisory for Open Education,
90 Sherman Street, Cambridge, Massachusetts
02140 (\$1.00, prepaid)

Document Not Available from EDRS.

Descriptors—*Construction (Process), Early Childhood Education, *Furniture, Guides, Innovation, *Manipulative Materials, Open Education, Paper (Material), *Recycling, Toys
Identifiers—*Cardboard, *Tubes

Text and illustrations show how to assemble furniture and toys out of cardboard tubes and sheets. Basic directions are provided, and the tools and materials necessary to the assembly of specific items are described. (MLF)

ED 093 051 EA 006 238

School Bus Driver Instructional Program. Instructor's Guide—Advanced Unit.
Department of Transportation, Washington, D.C.
National Highway Safety Bureau.
Report No.—DOT-HS-801-086
Pub Date Jun 74

Note—264p.; A related document is EA 006 269
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock Number 5003-00163,
\$4.45)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Driver Education, Equipment Maintenance, Exceptional Students, Field Trips, First Aid, *Instructional Materials, Instructional Programs, Job Training, Programed Units, *School Buses, Student Transportation, *Traffic Safety

Identifiers—*Bus Driver Training
Geared to behavioral objectives, the instruction is organized into programed units on emergency driving techniques, first aid, field trips, transporting exceptional students, detecting hazards, controlling the position of the bus, driving under special conditions, and preventive maintenance of the bus. Each unit is constructed around content discussions based on situational descriptions followed by review questions. Instructor guidelines and directives are provided alongside each situation description. (MLF)

ED 093 052 EA 006 243

Valverde, Leonard A.
Succession Socialization: Its Influence on School Administrative Candidates and Its Implication to the Exclusion of Minorities from Administration. Final Report.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No.—BR-3-0813
Pub Date 74

Note—195p.
EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Administrator Role, *Administrator Selection, Educational Administration, *Educational Research, Group Unity, *Minority Groups, Minority Group Teachers, Nonformal Education, Occupational Mobility, *Promotion (Occupational), School Administration, *Socialization, Teacher Administrator Relationship
Identifiers—*Succession

Succession socialization is the movement of an aspirant from candidate to protégé to administrator. The 'rites of passage' are delineated as announcement, training, and advancement. The vehicle is the sponsorship mode which entails identification, adoption, and molding of the protégé in the attitudinal image of the sponsor. Completion of succession socialization (that is, acceptance by administrators) is achieved after the protégé displays an appropriate administrative perspective. However, informal promotional practice results in the exclusion of ethnic minorities and women. Faulty characteristics are subconsciously and consciously attributed to minorities and women, with the assumption that these qualities would prevent them from functioning in an administrative role. Because of historical resistance by minorities to acculturation, and because socialization is a form of acculturation, sponsorship is not sought. Thus, since succession socialization is the established informal route to promotion, culturally diverse persons are filtered out, not on the basis of competencies and competition, but on unfounded stereotypic characteristics and favoritism. (Author/WM)

ED 093 053 EA 006 244

Ryan, Doris W. And Others
Administration and Leadership. The Individualized System. H.S.1 Studies.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date 74

Note—106p.
Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada M5S 1V6 (\$3.50)

Document Not Available from EDRS.

Descriptors—Administration, *Credits, *Curriculum Planning, Decision Making, *Educational Change, *Graduation Requirements, *Individualized Curriculum, Individualized Programs, Individual Needs, Leadership, Organization, Organizational Change, Participant Involvement, Secondary Schools, Student Teacher Relationship, Surveys
Identifiers—*Canada, Credit System

In September 1972, all Ontario secondary schools were directed to implement the individualized or credit system by making changes in administration and organization congruent with the revised diploma regulations outlined in the Ministry of Education Circular H.S.1 (1972/73). This study examines the changes that are occurring and the issues of administration and leadership that are arising as secondary schools move to the credit system. It analyzes the major con-

straints and the supporting factors in the implementation of the credit system, as well as the new patterns of student-staff relationships emerging. (Author/WM)

ED 093 054 EA 006 245

Gajewsky, Stan
Accreditation: Review of the Literature and Selected Annotated Bibliography. Reports in Education Number 1. A Monograph.
McGill Univ., Montreal (Quebec). Faculty of Education.

Pub Date 73
Note—63p.; A related document is EA 006 246
Available from—Reports in Education, McGill Faculty of Education, 3700 McTavish Street, Montreal, Quebec (Canada) H3A 1Y2 (\$3.00, check must accompany order, payable to McGill University)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Accreditation (Institutions), Annotated Bibliographies, Evaluation Criteria, *Literature Reviews, *Secondary Schools, Standards

This survey of the literature suggests that accreditation of schools definitionally implies recognition by member institutions, attainment of status, achievement of standards, public confidence, and quality of performance. An examination of statements of purpose confirms that educational improvement is the purpose of utmost importance as concerns accreditation of the secondary school. The requirements or standards of the accrediting agencies fall generally into administrative and supervisory provisions, educational program provisions, facilities and equipment, and related services. From an assertion that self-evaluation is the only truly adequate standard for the judgment of the quality of a school, the survey goes on to examine the forces interacting with the school that enable it to maintain a high level of competence, and concludes with a discussion of the major advantages and criticisms of accreditation. (WM)

ED 093 055 EA 006 246

Gajewsky, Stan
Class Size: Review of the Literature and Selected Annotated Bibliography. Reports in Education Number 2. A Monograph.
McGill Univ., Montreal (Quebec). Faculty of Education.

Pub Date 73
Note—65p.; A related document is EA 006 245
Available from—Reports in Education, McGill Faculty of Education, 3700 McTavish Street, Montreal, Quebec (Canada) H3A 1Y2 (\$3.00, check must accompany order, payable to McGill University)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Classes (Groups of Students), *Class Size, Facility Utilization Research, Job Satisfaction, *Literature Reviews, Small Classes, *Student Teacher Ratio, Teacher Attitudes, *Work Environment

This survey of the literature indicates that the problem of class size is not so much one of the type of subject or student, but more often a problem of teaching technique with different sizes of classes. Some authors maintain that class size in itself is not the important factor, but rather it is a factor which masks other more important variables. One set of arguments which does not yet seem to have been considered in the research literature is that class size is a basic working condition for teachers. More sophisticated study of the effects of differences in class size on teachers is required, in addition to studies of these effects on students. (Author/WM)

ED 093 056 EA 006 247

Cohn, Elchanan Millman, Stephen D.
Management-Oriented Approaches To Assess Input-Output Relationships in Secondary Schools. Final Report.

Maryland State Board for Community Colleges, Annapolis; Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No.—BR-3-1772
Pub Date Jun 74
Grant—NE-G-00-3-0157
Note—121p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Cost Effectiveness, Decision Making, Educational Accountability, *Educational Assessment, *Educational Economics, Educational Research, *Input Output Analysis, *Management Systems, *Productivity, Resource Allocations, *Secondary Schools, Statistical Analysis, Systems Analysis, Systems Approach

Identifiers—*Pennsylvania

This report explores some techniques that could assist educational managers in their attempts to arrive at more optimal input and output mixes. Following a review of the literature on input-output analyses in education and a description of the Pennsylvania Educational Quality Assessment Program (the basis of the present study), an empirical analysis utilizing single- and simultaneous-equation systems was conducted. Because the regression coefficients indicate the expected change in any one output, reflective of changes in one or more inputs but not in the overall level of educational output, output indexes based on the canonical correlation technique are presented. The analysis supports the contention that some reallocation of resources could enhance the outputs of the educational system. A strong argument is made in favor of the development of a simultaneous-equation system. The canonical correlation technique was found to be useful in developing an overall output index. Although the output indexes are not very sensitive to changes in the output set, they are sensitive to changes in the input set. (Author)

ED 093 057 EA 006 248

Tiffany, Burton C.
Year-Round School.

Pub Date Apr 74

Note—22p.; Adapted from script of 3-screen slide presentation at National Association of Elementary School Principals National Convention. (53rd, Anaheim, California, April 27-May 2, 1974) See EA 006 250

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Elementary Schools, *Extended School Year, *Program Descriptions, *Program Evaluation, *School Calendars, School Schedules, Secondary Schools, *Year Round Schools

Identifiers—California, *Chula Vista City School District

This presentation describes the year-round school operation of the Chula Vista City School District in California. Chula Vista adopted the 45-15 year-round plan to help ease a shortage of classroom space while maintaining a quality program for children. Under the plan, each pupil attends school for about nine weeks and then has vacation for three weeks. Throughout the year, one-fourth of the pupils are on vacation at any time. Major advantages of the year-round program are that the long summer vacation is redistributed into shorter seasonal vacations, the school facility is in use 12 months a year, variations in teacher contracts are possible, and most of the benefits of the traditional school program are retained. Disadvantages include the break in the tradition of a long summer holiday, difficulties in scheduling and communication, more expensive maintenance, and the need to study and consider vacation programs throughout the entire year. The document also considers answers to questions often asked about implementation of a year-round school program. The 1974-75 year-round school calendar for each student group is included. (Author/DN)

ED 093 058 EA 006 249

Thompson, Lawrence H.

A Fiscal Perspective on the Analysis of School Finance Reform: The Case of City-Suburban Competition.

Pub Date Apr 74

Note—55p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Finance, Educational Legislation, Educational Research, Equalization Aid, Property Taxes, *School Support, *School Taxes, State Aid, *Suburban Schools, *Urban Schools

Identifiers—*School Finance Reform

One way in which the analysis of educational finance reform might be broadened to include an analysis of the fiscal effects of such reform is to show fiscal competition between large cities and their suburbs. It is not possible to say that "most central cities" or "most suburban areas" deserve a greater share of State educational aid. Rather, there appears to be significant variation among metropolitan areas in the relative fiscal position of the central city. School finance reform is not the only State policy that has potentially significant fiscal effects. For instance, the issuance of nonproperty taxes -- especially "commuter" taxes -- might play an equally important role. Evidence suggests that State aid to local education is already a pro-suburban program. A reform of school finance is likely to make the program even more pro-suburban. There is probably no one single optimal school finance reform plan which can be applied uniformly everywhere. (Author/DN)

ED 093 059 EA 006 250

Servetter, Leonard, Comp.

Year-Round School Program: A Case Study.

Pub Date 73

Note—169p.; For related document see EA 006 248

Available from—People Education and Communication Enterprises, Inc., 290 Eucalyptus Court, Chula Vista, California 92010 (\$10.00, Quantity Discounts)

Document Not Available from EDRS.

Descriptors—*Case Studies, Educational Legislation, Elementary Schools, Program Descriptions, Program Evaluation, Program Planning, *School Calendars, *School Schedules, Secondary Schools, Space Utilization, *Year Round Schools

Identifiers—California, Chula Vista

This book describes the year-round school program of Chula Vista City School District. It begins with a discussion of the planning that occurred prior to the implementation of the program that includes descriptions of the problem, the legislation needed, and school relations with teachers and parents. The second section examines the first year of the operation at three different schools. Next, the publication explores the problems of developing an evaluation plan to assess effects of year-round school scheduling on pupils, parents, and staff. This section also summarizes the knowledge gained from one year of year-round school operation. The book concludes with a look at the future of year-round schools. The appendices contain three year-round school calendars and a study comparing the open space traditionally scheduled elementary school to the open space year-round elementary school. (Author/DN)

ED 093 060 EA 006 251

Price, Nelson C.

Establishing Goals and Goal Priorities. Revised.

San Mateo County Superintendent of Schools, Redwood City, Calif.

Pub Date Oct 73

Note—60p.; One of a series of monographs on Application of Management Principles to Educational Organizations

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Assessment, *Educational Needs, *Educational Objectives, Educational Philosophy, *Educational Planning, Resource Allocations, *School Community Cooperation, School Community Relationship

This publication sets forth information about, and provides some concepts and techniques essential to the initiation of an educational plan. The goals describe the intended product or the direction to be taken. The study of needs and priorities provides guidance about where to start, or where to place major emphasis and resources. Indicators describe the kinds of clues or evidence needed to show progress. By following the procedures outlined in this document, school districts should be able to develop and use statements of philosophy and goals to provide real direction to local educational programs and, in the process, involve a broad spectrum of people from the school community. Subjects covered include where goals fit into the overall planning process, what constitutes statements of district educational goals, what to ask for and where to get more examples of goals, the procedure for developing statements of district goals and philosophy, how goals are used to determine student needs, how to determine goal priorities, and what constitutes goal indicators. (Author/DN)

ED 093 061

Price, Nelson C.

Developing Performance Objectives. Revised.

San Mateo County Superintendent of Schools, Redwood City, Calif.

Pub Date Oct 73

Note—40p.; One of a series of monographs on Application of Management Principles to Educational Organizations

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Course Objectives, Educational Assessment, Educational Needs, *Educational Objectives, *Evaluation Criteria, *Performance Criteria, Personnel Evaluation

This article defines a performance objective as an answer to the questions of who does what, how well, and under what conditions. Three components usually considered mandatory for a performance objective are the action or behavior in which the person engages to demonstrate that he has learned what he was expected to learn, the condition under which he is to carry out the action, and the minimum standard or criteria which he is expected to meet to prove that he really did learn at an acceptable level. After defining and giving examples of performance objectives, the publication discusses the method of writing a performance objective, producing usable objectives to guide learning, student validation of objectives, domains of learning, and objectives for personnel evaluation. (Author/DN)

ED 093 062 EA 006 253

Halverson, Don E.

The Management. Revised.

San Mateo County Superintendent of Schools, Redwood City, Calif.

Pub Date Feb 74

Note—46p.; One of a series of monographs on Application of Management Principles to Educational Organizations

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrator Guides, Leadership Qualities, *Management, *Management Development, *Management Education, *Time, Time Blocks

Identifiers—*Time Management

This booklet presents concepts and applications of effective time management to help administrators learn to utilize their time most effectively, thereby accomplishing their most worthwhile objectives in the shortest amount of time. Although the booklet is designed to be self-administered, the greatest benefits should be derived in a group setting facilitated by a person who has some background in time management. The major elements of the booklet include a pretest on time management, quotes on the use of time, time management concepts, individual and school or district applications of time management concepts, a posttest, and further references on time management. The major time management concepts covered are (1) determining goals and objectives in all major aspects of life; (2) devoting at least 30 percent of the work week to personal improvement in the managerial role; (3) blocking out large amounts of time daily for planning in major management areas; (4) accounting for time; (5) prioritizing time to match high-level objectives; (6) avoiding barriers to effective time usages; and (7) the use of such time management tools as proper delegation, role definition, and secretary development. (Author/DN)

ED 093 063 EA 006 254

Price, Nelson C.

Program Evaluation.

San Mateo County Superintendent of Schools, Redwood City, Calif.

Pub Date Apr 74

Note—137p.; One of a series of monographs on Application of Management Principles to Educational Organizations

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Educational Assessment, Educational Objectives, *Evaluation Criteria, Formative Evaluation, *Program Development, *Program Evaluation, *Program Planning, Resource Allocations, Summative Evaluation

This monograph defines program evaluation as the process of placing a value on a program, with the two major benefits of evaluation being those of expanding the base for decisionmaking, and

the providing of information to motivate the individual, or unit, to improve performance. Most importantly, program evaluation is needed to determine if a program warrants continued operation at the same level of support. This publication should provide competency in developing an evaluable program and a reporting strategy, identifying the right questions and sources of evaluation data and the forms suitable for collecting such data, methods of selecting an evaluation team, and the differences between formative and summative evaluation. Included in the appendixes are sample blank copies of program evaluation forms. (Author/DN)

ED 093 064 EA 006 255

O'Hara, James M., Comp. Conklin, Robert L., Comp.

Accident Report: Pupils - Employees, School Jurisdiction, 1972-1973.

Denver Public Schools, Colo.

Pub Date 73

Note--61p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors--Elementary Schools, Employees, Junior High Schools, Safety, *School Accidents, School District Autonomy, *School Responsibility, *School Statistics, Senior High Schools, Student Welfare, *Tables (Data), Teacher Welfare

Identifiers--Denver, Colorado

This report is intended to provide principals, department heads, teachers, and parents with specific information designed to assist them in isolating unsafe conditions, activities, and behavioral problems. The document is divided into three parts: (1) a pupil section, with tables showing where accidents occurred, what parts of the body were injured, the nature of the injury, and statistics relative to accident incidence; (2) an employee section, that contains tables showing accident totals by job classification, location, employee age, and number of work days lost; and (3) a summary section. (Page 36 may reproduce poorly.) (MLF)

ED 093 065 EA 006 256

Decker, Erwin A., Comp. McDougall, Stanley, Comp.

Guidelines for the Development and Implementation of School District Governing Board Policies Related to Pupil-Passenger Conduct.

California State Dept. of Education, Sacramento.

Bureau of Administrative Services.

Pub Date 72

Note--19p.; A related document is ED 089 410

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors--*Board of Education Policy, Driver Education, Guidelines, *Safety, *School Buses, State Legislation, *Student Behavior, *Student Transportation

In view of the level of school transportation services being provided Statewide in California, there is a need for the establishment and enforcement of realistic school board policies to assure the efficient and effective administration and operation of pupil transportation systems. The purpose of this bulletin is to provide guidelines for consideration by local school board members in developing or revising transportation policies related to pupil-passenger conduct and to provide suggestions for implementing such policies. (Author/MLF)

ED 093 066 EA 006 262

Leffel, Linda G.

Planning Styles for Year-Round Education.

Pub Date Apr 74

Note--32p.; Paper presented at American Educational Research Association Annual Meeting, (59th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors--*Educational Planning, *Educational Research, *Program Planning, Public Schools, School Districts, *Year Round Schools

This study initiates an exploratory research effort to determine styles of planning processes actually used and recommended for use by public school districts and relates these styles to selected school district characteristics. Year-round education was selected as the vehicle for the study. Specific objectives of the study include identifying actual and ideal planning styles of school dis-

tricts that have implemented year-round programs; and determining the relationship between variables (size of district, type of district, wealth of district, racial composition of district, type of calendar, number of different referent groups involved in the planning process, length of planning time, individual or group assuming primary responsibility for planning, amount of budget for planning, primary goal established for year-round programs) and actual and ideal planning styles. A copy of the year-round educational planning survey instrument is included in the appendix. (Author/DN)

ED 093 067 EA 006 263

Hallak, Jacques McCabe, James

Planning the Location of Schools: County Sligo, Ireland. Case Studies -- I.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No--ISBN-92-803-1056-9

Pub Date 73

Note--114p.; A related document is ED 088 190 Available from--UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (Order Number ISBN 92-803-1056-9, \$8.95)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors--Case Studies, Educational Planning, *Elementary Schools, Foreign Countries, Geographic Location, Maps, Methodology, *Planning, *School Demography, School Districts, *School Location, School Planning, *Secondary Schools, Site Selection

Identifiers--Ireland, School Mapping

This case study highlights a typical example of the kind of gap that exists between centralized planning and implementation. Despite the existence of fairly sophisticated central planning machinery in Ireland and an active desire for reform on the part of the government (with an explicit policy on school location, buildings, curriculum, etc.), the school networks in the County still remain largely outdated and ill-adapted to modern circumstances. This situation results in costly under utilization of resources, a lack of equality of educational opportunity and supply, and inadequate pedagogical provision. The County is highlighted geographically and placed comparatively in the Irish context under the headings of demography, economic and social background, and educational system. Profiles of the school networks are given, and an analysis and a diagnosis are made of the first and second levels respectively. Internal comparative analysis by catchment area is made separately for the two levels under enrollment, transport, teaching staff, curriculum, physical facilities, costs, and financing. Prognoses and proposals for future school networks are made, and an enrollment forecast to 1976 is made against a background of the economic and social development perspective and the demographic trends for the County. The methodology, parameters, and principles of school mapping are presented. (Photographs may reproduce poorly.) (Author/MLF)

ED 093 068 EA 006 264

Carter, William D.

Study Abroad and Educational Development. Fundamentals of Educational Planning -- 19.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency--Swedish International Development Authority (SIDA).

Report No--ISBN-92-803-1059-3

Pub Date 73

Note--51p.

Available from--UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (Order Number ISBN 92-803-1059-3, \$2.65)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors--Developed Nations, Developing Nations, Educational Administration, *Educational Development, Educational Planning, *Foreign Students, *Human Resources, International Education, *International Programs, Manpower Utilization, Student Exchange Programs, *Study Abroad, Travel

In recent years, the role of study abroad in development has been the object of increasing examination, as part of the general critique of assistance programs undertaken by international agencies in preparation for the Second Develop-

ment Decade. This review, by emphasizing the importance of the human role in development, has raised questions as to the more efficient use of educated manpower, the under employment of trained people, the "brain drain", and how education and training, whether undertaken at home or abroad, could make a greater contribution to the total development of a country. The aim of this monograph is to review the study abroad problem, in order that educational planners and administrators -- particularly in developing countries -- might be informed of some of the recent thinking on the subject. Certain suggestions are made which may help in the more efficient planning and administration of study abroad in the framework of total educational and development planning. (Author/MW)

ED 093 069 EA 006 265

McKinnon, K. R.

Realistic Educational Planning. Fundamentals of

Educational Planning -- 20.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency--Swedish International Development Authority (SIDA).

Report No--ISBN-92-803-1061-5

Pub Date 73

Note--47p.

Available from--UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (Order number ISBN 92-803-1061-5, \$2.65)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors--Case Studies, *Change Strategies, Cost Effectiveness, *Educational Needs, *Educational Planning, Educational Strategies, *Humanization, Human Resources, Mathematical Models, Organization, *Resource Allocations, Systems Approach

Identifiers--New Guinea

Expertise in the technical aspects of planning and a keen appreciation of the social factors involved are not, in themselves, sufficient for satisfactory educational planning. The plan will still not be feasible unless there is attention to a third group of factors called "practical issues", "organizational features", or "processes". These are the features that must be planned and coordinated if there is to be any chance of getting to an ideal educational structure or the desired quantitative goals. Planners need to be concerned with the legal and regulatory features of the educational system, its organizational framework, and the relation of that framework to the more general pattern of government, the pattern of financing and administration, and the communication and supply networks integral to successful operation. (Author/WM)

ED 093 070 EA 006 267

[The Learning Society: Education as an Agent of Change. Proceedings of a Residential Seminar.] (2nd, Bunbury, Western Australia, March 23-24, 1974).

Australian Coll. of Education, South Bentley. Western Australia Chapter.

Pub Date Mar 74

Note--31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors--Adult Education, *Change Strategies, Continuous Learning, *Educational Change, Educational Innovation, *Educational Problems, Governance, Humanization, Individual Needs, *Open Education, Relevance (Education), Secondary Schools, Social Change, *Social Problems

Identifiers--*Australia, Karmel Report, Learning Society

This seminar was concerned with a critical examination of the total situation at all levels of education and with an exposition of the "ideal" role of education as an agent of change to achieve a desirable situation. The first of two papers examines some issues and suggested solutions within the learning society. The problem facing Australian society is defined as one of determining the extent to which a more open and relevant education system can provide a solution to the needs of a continuing education. The second paper investigates education as an active agent of change in a changing society, making a detailed analysis of the implications of the Karmel Report (1973) and the consequent educational changes. (Author/WM)

ED 093 071 EA 006 268
The Superintendent of Schools: His Role, Background and Salary.
 New York State Office of Education Performance Review, Albany.

Pub Date Jun 74

Note—52p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Administrator Background, Administrator Qualifications, *Administrator Responsibility, Administrator Role, *Administrator Selection, Bibliographies, Certification, Credentials, Educational Research, Public Schools, *Salaries, *Superintendent Role, *Superintendents, Surveys, Tables (Data)
 Identifiers—New York

This report concentrates on the 300 currently practicing superintendents of schools who manage the largest school districts in New York State exclusive of New York City. The study consisted of analyses of all superintendents' salaries for the 1972-73 and 1973-74 school years, interviews with 10 percent of all practicing superintendents, and reviews of research and literature relating to the superintendency. Findings indicate in part that there is no consistent relationship between superintendents' salaries and staff size, enrollment, operating expenditures, or average family income; more time is spent by superintendents in fiscal management and budget planning than in any other activity; and the average superintendent has less than one year of work experience outside the field of education. As a result of the study, it was recommended that women be provided equal access to school superintendencies, a rational basis for superintendents' salaries be established, legislation be initiated to allow competent candidates (other than educators) to compete for superintendencies, and that steps be taken to assure that graduate programs and inservice training programs be pertinent to current job requirements. A brief bibliography is included. (Author/WM)

ED 093 072 EA 006 269

Schumacher, Sanford P.

School Bus Driver Instructional Program.

Applied Science Associates, Inc., Valencia, Pa.

Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Report No.—DOT-HS-801-109

Pub Date Apr 74

Note—39p.; A related document is EA 006 238

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (PB-231-347, MF-\$1.45, HC-\$3.25)

Document Not Available from EDRS.

Descriptors—Curriculum, *Driver Education, *Educational Programs, Educational Resources, Instructional Programs, On the Job Training, *School Buses, Standards, *Student Transportation, *Traffic Safety, Training Objectives

Identifiers—*Motor Vehicle Operators

This report describes procedures that were used to develop and pilot test a school bus driver instructional program to fulfill the requirement of Highway Safety Program Standard No. 17, Pupil Transportation Standard. The program comprises 13 units: Five for developing the minimum core skills and knowledge needed by the driver, and eight supplemental advanced units imparting additional skills and knowledge the proficient driver might require. In total it encompasses up to 56 hours of classroom and inbus instruction depending on the units selected to satisfy State or local school district needs. (Author)

ED 093 073 80 EA 006 272

Branson, Gary V. Steele, Donald J., Jr.
State Policy Making for the Public Schools of Tennessee.

Ohio State Univ., Columbus. Educational Governance Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Grant—OEG-0-73-0499

Note—109p.; Related documents are ED 085 888 & 889, ED 085 916, ED 087 132 & 133, ED 087 091, EA 005 898 & 899, and EA 006 142

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Educational Policy, Educational Research, *Policy Formation, *State Agencies, State Departments of Education, *State Government, *State Legislation, State Programs

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Tennessee

The purpose of this case study is to describe and interpret the process through which State-level policy decisions are made for the public schools of Tennessee. The report begins with a brief treatment of the socioeconomic environment and the political culture within which education takes place. State governmental arrangements for public school policymaking are then described. Next, State policy decisions in four educational issue areas are reviewed to illustrate the operation of the system, following which, the essential relationships and perceptions of the various actors are analyzed. An interpretation of the policymaking process and of the behavior of those who participate in the process concludes the case study. The data for the study were derived from interviews, questionnaires, documents, and secondary sources. The research took place during 1972 and early 1973. (Author)

ED 093 074 EA 006 273

Ewan, E. A., Ed.

Management of Resources. Proceedings of the Annual Conference of the British Educational Administration Society. (2nd, Edinburgh, Scotland, November 10, 1973).

British Educational Administration Society.

Pub Date Mar 74

Note—36p.; Published as part of subscription to

Educational Administration Bulletin

Available from—Mr. D. L. Parkes, Associate Editor and Business Manager, Educational Administration Bulletin, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RS (England) (1 pound)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Conference Reports, *Educational Administration, Educational Assessment, Educational Finance, Educational Needs, *Educational Planning, Educational Research, Elementary Schools, Higher Education, Interinstitutional Cooperation, Models, Problem Solving, *Resource Allocations, Secondary Schools, *Staff Utilization, Teacher Supply and Demand
 Identifiers—*Great Britain, Resource Management

This publication contains four conference addresses, responses to those addresses, and a synopsis of eight discussion group reports. The report begins with a paper on staff resources in secondary schools, then considers the problem of assessing the staffing needs of secondary schools and ensuring an adequate supply of qualified secondary teachers, and attempts to establish for Scotland a rationale for the apportionment of teaching resources to and within the secondary school sector. The next paper discusses the joint use of resources by schools and Further Education colleges. It considers the reorganization of educational facilities for the 11-18 age group. The synopsis of eight discussion group reports centers on key aspects of the first two papers. The third paper considers resources for education and their management in British education; the partnership between central and local government and the organized teaching profession; and the system of central planning and control of public educational expenditure exercised by the central government. The final paper concentrates on the implications for education of corporate management style implementation at regional and divisional levels in the new structure of local government, with particular emphasis on information, evaluation, and accountability. (Author/DN)

ED 093 075 EA 006 274

Financing Public Schools in Massachusetts: Problems of the Past, the Present and the Future.

Massachusetts Advisory Council on Education, Boston.; New England School Development Council, Cambridge, Mass.

Spons Agency—Massachusetts Educational Conference Board.

Pub Date May 74

Note—45p.; Proceedings of the Massachusetts Educational Conference Board Invitational Conference (3rd, Framingham, Massachusetts, May 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Finance, Educational Needs, Elementary Schools, Equalization Aid, *School Support, *School Taxes, Secondary Schools, *State Aid, *State Legislation
 Identifiers—*Massachusetts, School Finance Reform

This conference aimed at focusing the attention of educators, legislators, and interested citizens on the inadequacies of present methods used to finance public elementary and secondary schools in Massachusetts. The papers presented in this document give an overview of the present problems and provide direction for the actions required to develop a more equitable tax system. Specific topics addressed by the speeches include the needs of education; revenue needs, resources, and the possibilities of change; executive policy and the financing of public schools; political realism and the financing of public education; issues in the financing of schools in Massachusetts; and the need for reforming State aid to education in Massachusetts. (Author/DN)

ED 093 076 EA 006 275

Ribich, Thomas Murphy, James

The Economic Returns to Increased Educational Spending.

Pub Date Feb 74

Note—33p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Benefits, *Educational Economics, *Educational Finance, *Human Capital, Income, Models, Socioeconomic Influences, Statistical Studies
 Identifiers—Lifetime Income

Using Project Talent and census data, estimates are made with a recursive model to explain scores on standardized tests, school continuation behavior, and lifetime income. Exogenous variables include socioeconomic backgrounds of students and their classmates, school spending, race, and region. The results suggest that: (1) school spending has its main impact on income through the channel of school continuation; (2) the time-discounted income gain associated with increased educational spending are smaller than the requisite spending increase; and (3) cross-sectional test score information can yield misleading results about the long-term effectiveness of schooling improvements. The results are reconciled with basic theoretical propositions in economics. (Author)

ED 093 077 EA 006 276

Goldman, Samuel Moynihan, William J.

Developing a Conceptual Framework for Viewing Models of Educational Planning. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2B036-FR

Pub Date Jun 74

Grant—OEG-2-2-2B036

Note—161p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Case Studies, Conceptual Schemes, *Educational Change, *Educational Planning, *Educational Research, *Models, Organizational Development, Questionnaires, School Districts, School Planning, *Systems Approach

This project developed a conceptual framework for viewing educational planning. The original framework was based on a review of literature. A questionnaire was developed and distributed to school districts involved in systematic planning. Four of those districts, each with a distinctive approach to planning, were subjected to case study. The data generated by the Educational Planning Process Questionnaire (EPPQ) and the four case studies were analyzed using the original conceptual framework. The framework was then modified and expanded to account for key variables identified in the present study. The refined framework, which includes 18 variables found to be significant in educational planning, was organized around three basic questions: (1) What are the specific techniques and methodologies of the planning approach? (2) How does the planning approach gain and retain legitimacy and effectiveness in the school system? and (3) How is the planning approach actually used in the

school system? The primary contributions of the project include the development of the conceptual framework and the case studies, theory building, and instruction; the presentation of testable propositions about educational planning; and baseline data on the state of educational planning. A selected bibliography is included. (Author)

ED 093 078

EA 006 277

Williams, James L.

Administrative Reorganization and Major Responsibilities of Management Services of the District of Columbia Public Schools, Part I: Reorganization of Management Services.

District of Columbia Board of Education, Washington, D.C.

Pub Date May 74

Note—182p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—*Administrative Organization, *Decision Making, Educational Planning, *Management, Management Information Systems, Management Systems, Organization, *Organizational Change, Public Schools, *Systems Approach

Identifiers—*District of Columbia

During the past several years a number of studies and subsequent reports have been issued which addressed specific needs in the area of management for schools in the District of Columbia. All of the reports cited here—the Passow, Nelsen Committee, Price-Waterhouse, and Management Review Reports—identified areas of deficiency in the managerial operation of the school system and made sweeping recommendations for reorganization. The reorganization structure presented as part of this package defines the basic organizational structures needed in each area from which services emanate. Implementation is meant to cut red tape and reduce reaction time, provide service where none presently exists, eliminate manual operations that can be automated, and anticipate system growth by providing pertinent data bases and bases for decisionmaking. (WM)

ED 093 079

EA 006 278

Bell, T. H.

Accountability Begins at the Top.

Pub Date Jun 74

Note—13p; Speech given before Education Commission of the States Annual Meeting (8th, Miami, Florida, June 19-22, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Chief Administrators, *Educational Accountability, Educational Finance, Educational Needs, *Educational Policy, Educational Problems, Evaluation Criteria, *Federal State Relationship, Leadership, Performance Criteria, Problem Solving, *Responsibility, *State Agencies

The U.S. Commissioner of Education concedes that his powers in many areas are merely powers of persuasion. However, he sees his role as that of needler, of constructive critic of American education at all levels and in all facets of performance. The Education Commission of the States was created to recommend basic policies and to advocate a broad framework within which excellence in education can flourish. The commissioner lists 10 State level policy, planning, and priority-getting deficiencies urgently in need of attention. ECS has done its work. Implementation is now up to the State legislatures, the governors, the chief State school officers, and the State leadership bodies in higher education. (Author)(WM)

ED 093 080

EA 006 279

Holloway, William H.

Planning and Managing Task and Time in Performance Oriented Management. Project Kansas 76: Concept Paper.

Kansas City Public Schools, Kans.; Kansas Univ., Lawrence, School of Education.

Pub Date Feb 74

Note—37p; Related documents are EA 005 988-990 and EA 006 087; Product of the KU/KCPS Consortium

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Administrative Personnel, Administrator Education, Business Skills, Educational Administration, *Educational Planning, Filing,

Inservice Education, *Management Systems, Performance, *Performance Factors, Personnel Evaluation, Program Evaluation, Scheduling, *Systems Approach, *Task Analysis, Task Performance, Techniques, Work Simplification

Identifiers—*Performance Oriented Management Techniques, PERT, POMT, Program Evaluation and Review Technique

A prevailing concern of leadership development is the extent to which performance-oriented training increases the ability of an individual to define and implement a process to accomplish stated objectives. The systems approach provides an analytic strategy for task decomposition into sequentially, temporally ordered activities without necessarily dictating the process by which distinct activities are to be accomplished. The planning techniques discussed in this paper are modified versions of the Program Evaluation and Review Technique and, like PERT, descend from network and graph theory. However, combined use of the time file and the procedural timetable appear to provide a definite, practical approach to significant increases in management performance as well as several advantages not associated with the use of PERT. (Author)(WM)

ED 093 081

EA 006 280

Robbins, Jerry H.

Child Labor Laws in Mississippi.

Spons Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Jul 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Child Labor Laws, *Child Welfare, *Court Cases, *State Legislation, Student School Relationship

Identifiers—*Mississippi

Child labor laws have not attracted much attention in recent years. Much of the basic legislation and the case law dates from the early part of the 20th century. This paper discusses the Mississippi statutory law on the subject, compares that law with legislation in five other States, and discusses case law in Mississippi and in other States. Several discussions address themselves to implications for the employment of children during the school year by schools and school districts, as well as by outside employers. The author also makes recommendations for changing Mississippi laws. (Author)(JF)

ED 093 082

EA 006 281

Ronchetti, Thomas R. And Others

A Pilot Test To Improve School Bus Routes and Time Schedules. A Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Report No.—PR-74-13

Pub Date 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Administrative Change, *Computer Oriented Programs, *Computer Programs, Cost Effectiveness, Formative Evaluation, *Man Machine Systems, Pilot Projects, Planning, Safety, Scheduling, School Administration, *School Buses, School Districts, *Student Transportation

Identifiers—Computer Assisted Management System, *Transportation Information Planning Service, TRIPS

This publication contains an encapsulated report on a 1973 pilot project on computer aided bus routing and scheduling involving 22 diversified school districts of New Jersey. Called Transportation Information Planning Service (TRIPS), the project sought to develop and subject to initial test a man-machine system that would offer optimum latitude in tailoring services to satisfy the particular needs of individual school districts, while at the same time taking the best possible advantage of the potential benefits of the large-scale computer. Project success was measured in terms of the safety, effectiveness, and economy of operation. The pilot study showed the major beneficiaries of the system to be the transportation supervisors in the respective local school districts. It also demonstrated the practical viability of an ongoing working relationship between the local transportation supervisor and his or her staff on the one hand, and on the other, transportation and computer specialists

from a large and diversified service agency. A list of references is provided. (Author)(MLF)

ED 093 083

EA 006 282

David, Austin

In House Financial Systems for Education.

Pub Date 8 May 74

Note—27p; Paper presented at Association for Educational Data Systems Annual Convention (12th, New York, New York, May 7-10, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Computer Oriented Programs, Data Processing, *Educational Finance, Financial Services, *Management Systems, *Parochial Schools, Private Financial Support, Private Schools, Program Descriptions, *Recordkeeping, *School Accounting, School Support

This paper reviews a financial management system developed to process accounts payable, general ledger, and budgeting for a large private school system. Tuition billing procedures as well as fund raising applications are also discussed and outlined. Strategies of reporting and systems are developed on the basis of fund accounting procedures. All financial recordkeeping and management reporting is handled by a centralized internally developed system designed to process a school system with a population of some 165,000 students. (Author)

ED 093 084

EA 006 283

Thomas, Thomas C. Harman, Willis W.

Critical Issues in the Future of American Education.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Pub Date Jun 72

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Educational Development, Educational Needs, Educational Objectives, Educational Planning, *Educational Problems, Educational Research, *Educational Trends, *Equal Education, *Futures (of Society), *Social Change, Trend Analysis, Values

This publication attempts to provide a framework for thinking about the most complex educational issues of our day, and for clarifying what can reasonably be expected of the educational system (as compared with what can almost certainly not be accomplished by the schools alone). The paper begins with a summary of the present transitional state of society, manifesting itself in four crises which have impact on the schools: the image of man and society, the effectiveness of social structures, management and government, and authority and legitimacy. The viability of the goal of equal educational opportunity is questioned, and an alternative goal of "equal access to appropriate education" is put forth as a more practicable substitute. The conditions necessary to the feasibility of the latter goal are examined. (Author)(DN)

ED 093 085

EA 006 284

Feldmesser, Robert A.

Toward "A Thorough and Efficient" Education.

An ETS Seminar. Interim Report.

Educational Testing Service, Princeton, N.J.

Center for Statewide Educational Assessment.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 74

Note—31p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Conference Reports, Court Cases, *Educational Assessment, *Educational Finance, *Efficiency, *Equalization Aid, Foundation Programs, Measurement Techniques, Seminars, *State Aid

Identifiers—Educational Finance Reform, *New Jersey

New Jersey's legislature, as the result of a decision by the State Supreme Court in Robinson vs Cahill, is now under order to implement the century-old provision in the State's constitution for "a thorough and efficient system of free public schools." In an effort to contribute to the resolution of the problems arising from this order, a seminar was formed consisting of specialists in educational evaluation and research, and persons in key decisionmaking positions in the State's educational structure. The author provides an interpretive report of the seminar proceedings. The

report concentrates on three primary issues: (1) how the constitutional responsibilities for action at the State level can be reconciled with local control and participation, (2) what criteria the State should use to distribute funds for the support of education, and (3) the procedures by which the effectiveness of local educational systems should be evaluated. (Author/JF)

ED 093 086 EA 006 285

The Children's Learning Center: A Study of a Self-Manipulative Physical Environment on Early Childhood Learning.

Studio of Environmental Technology, Providence, R.I.

Spons. Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-A-037

Pub Date 14 Apr 72

Grant—OEG-1-71-0022(509)

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Classroom Furniture, *Early Childhood Education, *Educational Innovation, *Environmental Influences, Flexible Classrooms, Furniture Design, *Manipulative Materials, *Modular Building Design, Movable Partitions, Play, Preschool Children, Space Utilization
Identifiers—MAZE, *Multi Activity Zones for Education

The Children's Learning Center in Providence, Rhode Island, is a prototypical teaching/learning environment for preschool children aged 3-5. The center represents the first prototypical application of the Multi-Activity Zones for Education (MAZE) system. This study attempts to demonstrate and test the physical and operational performances of the MAZE system and explore its educational implications. The responsiveness of the MAZE system to these concepts has been achieved by redefining the nature of two elements that make up an environment—space and hardware. A nonprogrammed, multifunctional informal space and a set of mobile, activity modules that function as environmental control elements, i.e., containers for a wide range of teaching/learning media and stimuli for tactile interactions, have replaced traditional, monofunctional space and equipment. These modules operate in spatial zones and can continuously generate and transform a wide range and scale of activities. Since these modules can be manipulated by all of the teaching/learning participants, the system responds to individual as well as to group behavioral and educational needs. To secure an evaluation of the multifunctionality of MAZE, the modules were physically manipulated over a 10-week period, providing continual changes in the learning environment. Each modification of a module and/or activity zone was preceded by observations that recorded the effects of physical change on learning, child-child and teacher-child interaction. (Photographs may reproduce poorly.) (Author/MLF)

ED 093 087 EA 006 286

Summerfield, Harry L. And Others

Power and Process: The Formulation and Limits of Federal Educational Policy.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—328p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.50 hardback)

Document Not Available from EDRS.

Descriptors—Court Cases, *Educational Legislation, Educational Policy, Federal Aid, Federal Courts, *Federal Government, Federal Programs, *Government Role, *Policy Formation, *Political Power, Politics, Power Structure

Mr. Summerfield first provides a descriptive analysis of the structure and dynamics of the federal policy process for educational decision-making in the lobbies, the Congress, and the administration. Substantive material in the next three chapters is followed by a more general conceptualization and a theoretical perspective of the operations of the policy process. Chapter 6 concludes this first part by assessing the limits of the use of the federal policy process for making American education policy. Part II highlights three major aspects of the policy process that are not treated fully in Part I. In a first essay, John

McDermott examines the role of the federal judiciary in education policymaking. He offers arguments about why the federal judiciary is limited in its education policy role. A second essay, by James W. Guthrie, examines the economics behind the appropriations process and the means by which federal dollars are allocated annually to education provisions authorized by law. Finally, Jack H. Schuster provides an examination of the relation of electoral politics to the legislative life of Representative John Brademas, a congressman who has built a career on education affairs. (Author)

ED 093 088 EA 006 287

Schools for New Towns. A Memorandum to New Town Planners and Their Local School Districts Concerning Some of the Options Available for Solving the Most Immediate Planning, Financing and Facilities Problems, Revised. Education in New Communities Project, Working Paper No. 2.

Educational Facilities Labs., Inc., New York, N.Y.; National Center for Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Mar 74

Note—142p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—City Planning, *Community Planning, Community Schools, Demography, Educational Alternatives, *Educational Finance, Found Spaces, Governance, Population Trends, Problem Solving, Relocatable Facilities, *School Community Cooperation, School District Autonomy, School Districts, *School Planning, Shared Facilities, Telecommunication, Year Round Schools

Identifiers—*New Towns, Systems Building
This paper attempts to spell out some possible solutions to major problems confronted by new town planners and local school districts faced with new towns suddenly appearing within their borders. A number of possible alternative routes that developers and school districts might explore in attempting to cope with such problems are also discussed. The problems considered concern the wisest approaches to planning educational systems for new towns; ways of providing educational space on short notice; ways of financing the educational programs and new facilities for new town children in the face of grave financial shortages; ways of governing the new town educational system; and possible problems created by the costly overlapping and duplication of municipal services. (Author/MLF)

ED 093 089 EA 006 288

Bojarski, Ronald H.

A Study Investigating the Differential Effects of Feedback in Producing Changes in Principals' Behavior as Perceived by Teachers.

Pub Date 74

Note—109p.; Ph.D. Dissertation, University of Maryland

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Administrator Attitudes, Administrator Characteristics, *Behavior Change, Bibliographies, Catholic Schools, *Educational Research, Elementary Schools, *Feedback, *Principals, Questionnaires, *Reinforcement, Tables (Data), Teacher Attitudes

This study proposed that differential feedback affects change in principals' behavior as perceived by teachers. The population for the study consisted of 189 elementary schools of the Cleveland Catholic School System from which was drawn a sample of 40 schools. In addition to the general question posed, three more specific questions were asked: (1) Did the frequency of feedback affect the degree or amount of change in principals' behavior? (2) Did the quality (positive or negative) of feedback affect the degree or amount of change in principals' behavior? (3) What was the interaction between the frequency and the quality of feedback? Findings indicate that feedback does affect principals' behavior as perceived by teachers. In all instances, with the exception of "positive only" feedback of task assistance, there were either differences or changes in the principals' behaviors which were in excess of differences or changes in the control group. Negative weekly feedback, in the absence of positive feedback, is the most effective means of producing change in principals' behavior as perceived by teachers. (Author/WN)

ED 093 090 EA 006 289

Walter, James Ellsworth

The Relationship of Organizational Structure to Organizational Adaptiveness in Elementary Schools. Report from the Project on Organization for Instruction and Administrative Arrangements.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-276

Pub Date Aug 73

Contract—NE-C-00-3-0065; OEC-5-10-154

Note—180p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Case Studies (Education), Educational Change, Educational Innovation, Educational Research, *Elementary Schools, Multiple Regression Analysis, *Multisite Schools, *Organizational Change, *Organizational Development, *School Organization

This study attempted to examine the organizational structures of elementary schools in terms of complexity, centralization, formalization, stratification, and job satisfaction; and to analyze the relationship of these variables to the adaptiveness of elementary schools. More specifically, it compared the Multisite School-Elementary (MUS-E) type of school organization with that of the nonMUS-E type. Adaptiveness, or the activities that elementary school staffs carry out to adapt instructional and learning programs to the differences identified among children, was measured with regard to student activities, teacher activities, and individualization. Data were analyzed using multiple stepwise regression techniques with no exclusion or inclusion criteria. While the study did provide evidence that organizational structures were related to organizational adaptiveness, it also revealed that factors in addition to the structural variables were contributing to the adaptiveness of MUS-E schools. In other words, although MUS-E and nonMUS-E schools showed substantially no difference with regard to their organizational structures, MUS-E schools were significantly more adaptive. (Author/DN)

ED 093 091 EA 006 290

Weiler, Daniel And Others

A Public School Voucher Demonstration: The First Year at Alum Rock.

Rand Corp., Santa Monica, Calif.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-1495-NIE

Pub Date Jun 74

Note—224p.; A related document is EA 006 291

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Educational Experiments, *Education Vouchers, Federal Aid, *Federal Programs, Middle Schools, Parent Attitudes, *Parent Role, Parent School Relationship, *Program Evaluation

Identifiers—*Alum Rock, Mini Schools

The Education Voucher Demonstration is a large-scale educational and social intervention that began in the Alum Rock Union Elementary School District, San Jose, California, in September 1972. First funded by the Office of Economic Opportunity, it is now sponsored by the National Institute of Education. This report describes the development of ideas about education vouchers in recent years, their translation into an operational model, the negotiation of an agreement with Alum Rock for a federally subsidized voucher demonstration, the first year of the demonstration, and Rand's tasks in analyzing the demonstration. Also assessed are the effects of the demonstration during the first year. The study is addressed to educators; policymakers at federal, state, and local levels; and members of the general public who are interested in educational innovations. (Author/JF)

ED 093 092 EA 006 291

Weiler, Daniel And Others

A Public School Voucher Demonstration: The First Year at Alum Rock. Summary and Conclusions.

Rand Corp., Santa Monica, Calif.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-1495/1-NIE

Pub Date Jun 74

Note—38p.; A related document is EA 006 290
EDRS Price MF-\$0.75 HC-\$1.85 PLUS
POSTAGE

Descriptors—Decentralization, *Educational Experiments, *Education Vouchers, Federal Aid, *Federal Programs, Middle Schools, Models, Parent Attitudes, *Parent Role, Parent School Relationship, *Program Evaluation
Identifiers—*Alum Rock, Mini Schools

Because it included only public schools and guaranteed both school survival and staff employment rights, the first year of the Alum Rock demonstration (1972-73), as sponsored by the Office of Economic Opportunity, was not a test of vouchers as defined in theory. The demonstration was known, therefore, as a "transition" voucher model, which would look to the inclusion of private schools in the future. The participating schools created a limited amount of educational diversity by setting up special instructional programs known as mini-schools; but, as of the second year, there are still no private schools in the demonstration. The demonstration has shown that Federal agencies can offer incentives for schools to follow innovative policies, but these agencies cannot control the shape of future innovations in American public schools. That shape is traditionally determined by local priorities and interests. With Federal support, Alum Rock has shown that it is possible to combine decentralization of authority down to the school level with parental freedom to choose children's school programs. The major discernible effect of the first year of the demonstration has been on the roles of central district staff, principals, and teachers. Each voucher school has gained new autonomy, and teachers are now working in new cooperative arrangements and with new discretionary power over resources. (Author/JF)

ED 093 093 EC 006 292

Supreme Court of the United States Syllabus: Milliken, Governor of Michigan, Et. Al. v. Bradley Et. Al. Certiorari to the United States Court of Appeals for the Sixth Circuit. No. 73-434. Argued February 27, 1974—Decided July 25, 1974.

Supreme Court of the U. S., Washington, D.C.

Pub Date 74

Note—103p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Bus Transportation, *Court Cases, *Integration Litigation, Integration Plans, *Metropolitan Areas, Racial Balance, School Districts, *School Integration, Suburban Schools, Supreme Courts

Identifiers—*Detroit, Milliken vs Bradley

This pamphlet is the complete United States Supreme Court opinion, together with concurring and dissenting opinions, on the Detroit metropolitan area school integration case. The United States District Court in the case had found that the Detroit Board of Education had created and perpetuated school segregation in Detroit. To remedy this situation, the District Court appointed a panel to submit a plan for the Detroit schools that would encompass an entire designated desegregation area consisting of 53 of the 85 suburban school districts, plus Detroit. The Court of Appeals affirmed in part, and the case was taken to the Supreme Court, which Court, in its opinion, reversed the lower courts' decision. (JF)

EC

ED 093 094 EC 062 156

Short Communications Prepared for the Second Congress of the International Association for the Scientific Study of Mental Deficiency (Warsaw, 1970).

Academy of Pedagogical Sciences of the USSR, Moscow. Inst. of Defectology.

Pub Date 70

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Exceptional Child Research, Foreign Countries, *Learning Processes, *Mentally Handicapped, Psychological Characteristics, *Research Reviews (Publications)
Identifiers—*Union of Soviet Socialist Republics, USSR

Presented are 24 brief papers prepared by members of the Institute of Defectology in the Soviet Union for a congress on the scientific study of mental deficiency held in Warsaw in 1970. Major papers have the following titles: "Principal Directions of the Study of Anomalous Children in the U.S.S.R.", "Etiopathogenesis and Classification of Oligophrenia", "Psychological Problems of Correctional Education in the Auxiliary School", "The Corrective Education of Mentally Retarded Children of Preschool Age", "A Comparative Characterization of Defect Structure in Monozygotic and Dizygotic Twin Oligophrenes", "An Investigation of Electric Activity of the Brain in Twin Oligophrenes", "On Spelling Disorders in Junior Mentally Retarded School Children", "Specificity of Figurative Activity Instruction at the School for Mentally Retarded Children and Its Psychological Grounds", "Fostering of Interests to Labor in Kindergarten for Mentally Retarded Children", "EEG of Patients with Sex Chromosome Anomalies", "On Social Adaptation of Children with Severe Central Nervous System Disorders", "Some Peculiarities of Voluntary Movements in Mentally Retarded Children of Preschool Age", "Pedagogical Study and Education of Psychologically Backward Children", "Reaction Time Characteristics of Backward Children", "Significance of Adults' Assistance in Solving by Oligophrenic Children of Reasoning Problems of Different Complexity", "The Dependence of Labor Activity of Mentally Retarded School Children on the Apprehension of Its Social and Practical Value", and "Didactic Films in the School for Mentally Retarded Children." (DB)

ED 093 095 EC 062 158

Problems of Mental Development of Handicapped Children. Materials for 18th International Congress of Psychology.

Academy of Pedagogical Sciences of the USSR, Moscow. Inst. of Defectology.

Pub Date 66

Note—55p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Child Development, *Exceptional Child Research, Foreign Countries, *Handicapped Children, *Psychological Characteristics, *Psychology

Identifiers—*Union of Soviet Socialist Republics, USSR

Presented are 46 brief statements by members of the Institute of Defectology in the Soviet Union on the psychologies of mentally retarded children, children with cerebral insufficiency, blind and partially seeing children, deaf and hard of hearing children, and speech or language handicapped children. Examples of the 14 statements concerned with the psychology of mentally retarded children are the following titles: "Mental Peculiarities of Oligophrenic [retarded] Children Having Expressed Underdevelopment of Frontal Lobes of Brain", "Peculiarities of Realizing Spatial Notions by Mentally Retarded Children", "On the Rigidity of Intellectual Operations of Oligophrenics", and "Motor Disorders in Oligophrenic Children." Two of the four statements on the psychology of children with cerebral insufficiency are titled "Concerning the Rehabilitation of Higher Cortical Functions of Children with Cerebral Palsy" and "Spatial Disturbances in Children with Cerebral Palsy." The psychology of blind and partially seeing children is the focus of eight statements such as: "Compensatory Development of Blind Children", "Peculiarities of Speech Development in Blind Primary Schoolchildren", and "Biotelemetry in Studying Physical Development of Blind Children." The following titles are typical of the statements on the psychology of deaf and hard of hearing children: "The Sensory Basis of Lipreading", "Dactylic Speech as Means of Compensation in Teaching of Deaf Children", and "Comprehensive Studies of Preschool Children with Hearing Defects." The final group of four statements is concerned with problems of logopedics. (DB)

ED 093 096 40 EC 062 161

Sylves, David Wolf, Judith G.

A Two-Year Study of the Effects of a CBRU Workshop on Instructional Decision Making. Final Report.

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No—H11-9167

Pub Date [74]

Grant—OEG-0-71-4148(603)

Note—109p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Computers, Diagnostic Teaching, *Effective Teaching, Instructional Materials, *Research Projects, Task Performance, *Teacher Education, Teacher Evaluation, Unit Plan, *Workshops

The impact of a 6-week summer Computer Based Resource Unit writing workshop was investigated with 60 third-year preservice teachers during 1 year and 100 similar teachers during year 2. Thirty experimental Ss in the year 1 workshop focused on understanding individual differences with 30 objectives, 217 content items, 343 instructional activities, 273 materials suggestions, and 197 measuring devices. Both workshop and control Ss later were rated by supervising teachers and independent raters (for eliciting student participation with verbal behavior) during practice teaching assignments. Results of testing indicated significant improvement by workshop Ss in cognitive content (ability to identify and write objectives and prescribe strategies) and in self-concept, improvement in utilization of curriculum and classroom management strategies, and no significant difference resulting from verbal interaction. In the second year replication study, different instruments were used with 30 different experimental and 10 prior control (control/experimental) Ss in the workshop, and a control group consisting of 30 different control, 10 prior experimental (experimental/control), and 10 prior control (control/control) Ss. Ten prior experimental (experimental/experimental) Ss had a 1-week refresher workshop. Results indicated that experimental Ss scored significantly higher than controls on an instruction measurement instrument and lesson planning. Longitudinal results showed that control/experimental and experimental/experimental Ss tended to rank higher than control/control and control Ss. (Appendices give instrument sample and procedures.) (MC)

ED 093 097 EC 062 162

Report of the Commissioner of Education's Technical Task Force on the Education of the Hearing Impaired.

Florida State Dept. of Education, Tallahassee.

Pub Date Jun 73

Note—127p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Administrative Organization, *Aurally Handicapped, *Exceptional Child Education, Identification, Information Dissemination, Inservice Teacher Education, Program Descriptions, *Program Planning, *State Programs, Student Placement, Teacher Certification, Teacher Education
Identifiers—*Florida

This task force report delineates problems, objectives, and recommendations associated with a comprehensive plan to educate hearing impaired students in Florida. It notes appointment of task force members by the Commissioner of Education to comply with the legislative mandate requiring all handicapped children to be provided with special education programs by 1973. It lists task force members and definitions such as auditory training and total communication. Each area examined is organized according to assessment, problems, objectives, and recommendations. The report covers the following areas: public information aspects concerning prevention of hearing impairment, the reporting of hearing impaired children and dissemination of information; screening and identification; programs for infant/parent counseling and preschool children, school age children, mentally retarded children, hearing impaired children, and postsecondary education (college, university, vocational education, and continuing education); certification and accreditation of teachers; inservice and preservice preparation; and organization involving three alternative placement and admission programs (a multiple choice model, mandatory placement model, and a regional-five-phase model) and administration. Appendices give demographic data, sample simulations from a simulation and deci-

sion making model, statutory references, maps, lists of intelligence tests, and audiological standards provided by the Florida Speech and Hearing Association. (MC)

ED 093 098 EC 062 163

Blozan, Carl F. Hass, Arthur E., Jr.
Development and Application of a Manpower
Career Flow Model of Speech Education
Teachers.

RMC, Inc., Bethesda, Md.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date [74]

Contract—OEC-0-71-3702

Note—45p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Conceptual Schemes, Doctoral
Degrees, Employment Trends, *Exceptional
Child Research, Handicapped Children, *Man-
power Needs, Masters Degrees, *Models,
Research Methodology, *Special Education
Teachers, *Teacher Supply and Demand,
Trend Analysis, Undergraduate Study

Described for Federal and State policymakers
is an analytic model of special education (SE)
manpower incorporating questionnaire data from
1,173 SE students and 2,068 SE teachers. The
model is reported to encompass the following 13
states or definable conditions: undergraduate
training; five states each for undergraduate and
masters degree levels consisting of full-time
teacher in SE, full-time teacher in SE and part-
time school attendance for a higher degree, full-
time student, out of SE and part-time student,
and out of SE and no school attendance; and two
states (in or out of the SE field) at the post-
masters degree level. Methodology is given to in-
clude categorization of students by the three edu-
cational levels according to the specialty areas of
sensory disorders, learning disorders, and other
specialties; and categorization of teachers on
bases such as representation from 26 states and
school districts. Noted is use of career data such
as length of time in jobs and nature of current
position. Analysis of version 1 (state probabilities)
involving matrix computation is explained
through results indicating that of 128 female
teachers specializing in sensory disorders, 48
teach full-time with an undergraduate degree, 49
teach with a masters degree, one teacher in the
field has a doctorate, four teachers are in school
full-time, and four teachers have left the field.
Explained is analysis by version 2 (incorporating
time in state) involving ways to interpret move-
ment of teachers in the field. Given are examples
of model operations such as projecting the cur-
rent states ahead for 1 year. (MC)

ED 093 099 EC 062 164

Special Education Administrative Handbook.
Maine State Dept. of Educational and Cultural
Services, Augusta.

Pub Date [74]

Note—87p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Administrative Organization, Educa-
tional Facilities, Educational Objectives, *Ex-
ceptional Child Education, Handicapped Chil-
dren, Identification, Program Descriptions,
*Program Development, State Legislation,
*State Programs, *State Standards, Student
Placement, Teacher Qualifications
Identifiers—*Maine

Presented are regulations and policies to im-
plement provisions mandated by the Maine Legis-
lature for education of exceptional children. Goals
are given such as providing every exceptional
child with a comprehensive educational program,
and promoting acceptance of exceptional chil-
dren within the educational profession and the
public. Summarized are major provisions of the
legislation such as purpose, mandatory services,
and responsibility of administrative units. Defined
are terms such as special education and the pupil
evaluation team. Discussed are identification,
diagnosis, and evaluation; provision of special
education services (regional, private, and con-
sultative); transportation; reimbursement and ex-
penditures; and administrative review. Explained
for handicapping conditions are program stan-
dards involving definition, identification, and
selection procedures; individual psychological
evaluation; classroom location and facilities; types
of programs for class size and age range; program

content; supplementary tutoring; and teacher
qualifications. Handicapping conditions covered
include educable, trainable, and profoundly men-
tally handicapped; emotionally disturbed; hearing
impaired; speech and language impaired; learning
disabled; visually impaired; and physically han-
dicapped. Also provided are agreements with the
Division of Vocational Rehabilitation, Bureaus of
Mental Health and Mental Retardation, and Divi-
sion of Eye Care. (MC)

ED 093 100 EC 062 165

Course of Study for EMR Pupils in the Elementa-
ry Schools.

Los Angeles City Schools, Calif. Div. of Instruc-
tional Planning and Services.

Pub Date 72

Note—103p.; For related information, see EC

062 166

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Curriculum, *Educable Mentally
Handicapped, Educational Objectives, *E-
lementary School Students, *Exceptional Child
Education, Health, Language Development,
Mathematics, Mentally Handicapped, Music,
Physical Education, Reading, Skill Develop-
ment, Social Studies, *Teaching Guides

The course of study contains a detailed,
developmental outline for use by teachers of
educable mentally retarded pupils in elementary
school. It is noted that the course is intended to
be supplemented by two other publications. Pro-
gram purpose is given to include fostering adjust-
ment to physical environment, responsible family
membership, civic responsibility, and desirable
leisure-time activities. Given for each subject is a
scope and sequence chart detailing skills to be
developed at the preprimary, primary, inter-
mediate, and upper grade levels. Outlined are
suggestion for teaching units of the following sub-
jects: oral language, written language, reading
(such as developing readiness skills and an ap-
preciation for books), handwriting, spelling,
mathematics (such as developing addition and
multiplication skills, and daily use of math-
ematics), social studies (such as understanding the
City of Los Angeles), science (such as un-
derstanding living things and the human body),
art, music (such as moving creatively and effec-
tively to music), physical education (such as
developing body control and proficiency in game
activities), health (such as applying basic prin-
ciples of nutrition in daily living), and safety (in
home and school). (MC)

ED 093 101 EC 062 166

Program for EMR Pupils—Scope and Sequence
Charts. Elementary Schools and Junior and
Senior High Schools.

Los Angeles City Schools, Calif. Div. of Instruc-
tional Planning and Services.

Pub Date 72

Note—28p.; For related information, see EC 062

165

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Art, Communication Skills, *Cur-
riculum Guides, *Educable Mentally Han-
dicapped, Elementary School Students, *Ex-
ceptional Child Education, Mathematics, Men-
tally Handicapped, Music, Physical Education,
Sciences, Secondary School Students, Social
Studies, Vocational Education

Outlined for teachers in scope and sequence
charts is a basic curriculum for educable mentally
retarded pupils in grades 1-12. Listed in scope
and sequence charts for k-6 are the following
subject skills to be covered in preprimary, pri-
mary, intermediate, and upper levels: commu-
nication skills of oral language, written language,
reading, handwriting, and spelling; computational
skills of mathematics such as number readiness
and daily use of mathematics; creative arts such
as art appreciation and music experiences such
as singing and performing on instruments; motor
skills involving physical education activities such
as developing physical fitness; science attitudes in
areas of science such as mechanical energy and
prevention of disease; and social science concepts
such as acceptance of self, group responsibility,
and safety. Listed in scope and sequence charts
for grades 7-12 are the following subject skills to
be covered in grades 7-12: communication skills
such as listening, speaking, reading, and practic-
ing written English, for employment; mathematics
skills such as basic processes and processes for

vocational needs and daily life; social studies
skills in areas such as geography and culture,
citizenship, and American institutions; science
skills in areas such as the human body, weather,
and energy/matter; and guidance and vocational
training skills in areas such as understanding self,
educational opportunities, and developing matura-
ty. (MC)

ED 093 102 40 EC 062 167

Special Education in the States: Legislative
Progress Report. Report 2.

Education Commission of the States, Denver,
Colo. Handicapped Children's Education Pro-
ject.

Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 74

Grant—OEG-0-72-0242(607)

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Architectural Barriers, Bilingual
Students, Child Advocacy, *Educational Pro-
grams, *Exceptional Child Services, Experi-
mental Programs, *Financial Support, Han-
dicapped Children, *Public Schools, Research
Committees, *State Legislation, Teacher Cer-
tification, Transportation

Reported in the second of a series are sum-
marized versions of approximately 80 bills relat-
ing to the education of exceptional children that
have been introduced in State legislatures in
1974. The report, produced by the Handicapped
Children's Education Project of the Education
Commission of the States, is said to make no at-
tempt to present all bills introduced, but rather to
provide continuing information. Given for each
bill is information regarding bill number and
sponsor, basic provisions, and status as of May
10, 1974. Bills are listed alphabetically by State
under the following alphabetically listed subjects:
architectural barriers, appropriations/education
foundation program, bilingual/bicultural educa-
tion, child advocacy, compulsory school at-
tendance, corporal punishment, expanded educa-
tional services, comprehensive educational ser-
vices, experimental pilot programs, program ac-
countability, evaluation/testing, study councils
and committees, teacher certification/personnel,
and transportation. (MC)

ED 093 103 EC 062 168

Hansen, Richard A. Neujahr, James
Career Development of High School Students
Talented in Science.

Pub Date 74

Note—25p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Career Choice, College Students,
Enrichment, Environmental Influences, *Ex-
ceptional Child Research, Gifted, Graduate
Study, *High Achievers, *Interests, Math-
ematics, Parent Influence, *Sciences, Success
Factors, *Talent Identification

Responses to a questionnaire by 305 of 600
former high school students in the Science
Honors Program (SHP) at Columbia University
from 1959 to 1961 were analyzed to identify
talents and interests during high school that were
associated with scientific interests in college,
graduate school, and subsequent careers. The
program, sponsored by the National Science
Foundation, involved selection procedures such
as testing with the Pre-Engineering Ability Test
and courses taught by university faculty. Some of
the findings for high school: (1) a mean IQ of
140; (2) college completion by most parents; (3)
professional employment of 73 percent of fathers;
and (4) first choice of mathematics, science, or
engineering by 94 percent of students. Findings
for college: (1) attendance at prestigious institu-
tions such as Harvard, (2) adherence by most
students to anticipated major, (3) a significant
relationship between major choice and a labora-
tory in the home during high school, and (4) a
relationship between sex and major choice. Some
of the findings for graduate school: (1) 80 per-
cent of students continued in the same major, (2)
physical science majors scored higher in math-
ematics than biological science and nonscience
majors, and (3) continued interest in science re-
lated to the home laboratory. Findings associated
with careers were based on scientific publications

and indicated that approximately one-third of the sample published at least one scholarly work within 10 years of college graduation. (Tables of statistical data are included.) (MC)

ED 093 104

EC 062 170

Littman, Karen

A Catalog of Federal Assistance Relating to Recreation and Physical Education for the Handicapped.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Grant—OEG-0-72-5454-233563

Note—105p.; A publication of the AAHPER Information and Research Utilization Center in Physical Education and Recreation for the Handicapped

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Educational Programs, *Exceptional Child Services, *Federal Aid, *Federal Programs, Government Role, Handicapped Children, Physical Education, *Physically Handicapped, Program Descriptions, *Recreation, Research Projects, Resource Guides

Presented in this guide are descriptions of 39 federal programs which provide financial support for research, training, and technical assistance in areas of physical education and recreation for impaired, disabled, and physically handicapped persons. Usually given for each program is the following information: authorization data, name of person to contact, types of assistance, objectives, uses and use restrictions, eligibility for application, instructions for application, deadline and renewal dates, financial information, and information on regulations, guidelines, and related publications. The following are typical of programs sponsored by federal departments: crippled children's services and maternal/child health services in the Health Services and Mental Health Administration of the Department of Health, Education, and Welfare (DHEW); early childhood assistance, physical education/recreation training, and learning disabilities programs in the Office of Education of the DHEW; social/rehabilitation research and developmental disabilities projects in the Social and Rehabilitation Service of the DHEW; neighborhood facilities grants in the Community Development branch of the Department of Housing and Urban Development; outdoor recreation technical assistance in the Bureau of Outdoor Education of the Department of the Interior; and rehabilitation programs for blind veterans in the Department of Medicine and Surgery of the Veterans Administration. Given in appendices are lists of information sources, illustrative projects, and key persons; a checklist for projects; and examples of state programs. (Author/MC)

ED 093 105

EC 062 171

Periodicals Dealing with Physical Education and Recreation for Handicapped Persons.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Oct 73

Grant—OEG-0-72-5454-233563

Note—9p.; A publication of the AAHPER Information and Research Utilization Center in Physical Education and Recreation for the Handicapped

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Exceptional Child Services, Handicapped Children, *Information Dissemination, *Information Retrieval, *Periodicals, *Publications

Presented alphabetically in chart form are 89 names of periodicals and newsletters on physical education and recreation for 10 categories of handicapped children and adults, and names of data retrieval systems which index the publications. Abbreviations used in the chart to denote handicapping conditions and retrieval sources are explained at the end of the chart. The Current Index to Journals in Education, Exceptional Child Education Abstracts, and the Therapeutic Recreation Information center are listed (with addresses) as retrieval sources. (Author/MC)

ED 093 106

EC 062 172

Horn, Fern M. And Others

Annotated Bibliography of Instructional Materials for Use by Home Economics Teachers with Educable Mentally Retarded Students.

Wisconsin Univ., Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Adolescents, *Annotated Bibliographies, Career Education, Child Development, *Educable Mentally Handicapped, *Exceptional Child Education, Family Life Education, *High Interest Low Vocabulary Books, *Home Economics, Mentally Handicapped, Nutrition, Resource Guides, Teaching Guides

This annotated bibliography contains a list of 143 publications to assist the home economics teacher in selecting materials for use with adolescent educable mentally retarded (EMR) students. The list is limited to publications which are available for purchase and to be arranged in two sections: one section for student use, and one section for teacher use. High interest-low reading level materials for students are arranged alphabetically by author according to the following subject categories: comprehensive publications (4), child development (5), personal care and development of family relationships (24), foods and nutrition (22), clothing (5), housing, including home management and safety (9), family consumer education (22), and career education (20). Given in the section for teacher use is a list of 15 curriculum guides and teaching resources, and 17 publications on materials which can be adapted for elementary students. Usually included for each entry are author, title, source, grade level placement for resource, reading level, and price. (MC)

ED 093 107

EC 062 173

Park, OK Dong

The Effects of Feedback Media Upon Psychomotor Performance of Mental Retardates.

Pub Date Aug 73

Note—101p.; Ph.D. Dissertation, University of Missouri

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Adolescents, *Educable Mentally Handicapped, *Exceptional Child Research, *Feedback, *Intelligence Level, Mentally Handicapped, *Performance Factors, Psychomotor Skills, Training Techniques, Verbal Learning, Video Tape Recordings

The effectiveness of videotape feedback, verbal feedback, and a combination of videotape and verbal feedback upon the psychomotor performance of 90 borderline, mild, and moderately retarded adolescent students in a residential school was compared. The students were divided into a high intelligence group and a low intelligence group and then randomly assigned in groups of 15 to the videotape, verbal, and combination conditions. A mailing task involving envelope stuffing was demonstrated to each student by videotape, after which the student was asked to perform the psychomotor task. Measures of performance were the student's scores for the first and last trials of the task and the total number of envelopes stuffed in 30 minutes. Covariant and two-way analysis of the students' scores on the envelope stuffing and two-way analysis of variance for number of envelopes stuffed during the three conditions indicated that the verbal feedback group performed significantly higher than the other groups, that there was no difference in number of envelopes stuffed by the groups, and that the high intelligence groups stuffed a larger number of envelopes than the low intelligence groups. (Author/MC)

ED 093 108

EC 062 192

Behavioral Disruptors of the Gifted.

Pittsburgh Univ., Pa. Office of Research and Field Services.

Pub Date [74]

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Behavior Patterns, *Behavior Rating Scales, *Exceptional Child Research, *Gifted, *Identification, Psychological Characteristics, *Questionnaires

Provided is a questionnaire in the form of a rating scale to determine the degree to which teachers believe 316 characteristics (called behavioral descriptors) are typical of gifted children. Given is a definition of giftedness which includes capability of high performance in areas such as general intellectual ability and creative thinking, and need for differentiated educational programs beyond normal provisions of the regular school program. Instructions are given for rating behavior according to seven levels ranging from very uncharacteristic to very characteristic. The following are typical examples of the descriptors provided: "the child uses logic in arriving at a decision, the student displays unusual ability to select and arrange colors, and the student quickly analyzes mechanical problems". (MC)

ED 093 109

EC 062 193

Brown, Bertram S., Ed. Torrey, E. Fuller, Ed.

International Collaboration in Mental Health.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-HSM-73-1920

Pub Date 73

Note—288p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1724-00313, \$2.10)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS

POSTAGE

Descriptors—*Cooperative Programs, Drug Abuse, *Exceptional Child Research, *Exceptional Child Services, Foreign Countries, Government Role, *International Programs, *Mental Health, *Professional Education, Psychiatry, Research Projects

Presented in five parts on research, services, training, drug abuse, and alcohol abuse are 31 reports of mental health studies and programs supported by the U.S. and other countries. Explained in the introduction are reasons the National Institute of Mental Health (NIMH) has supported international collaboration. The following are among subjects of 19 research reports given in Part 1: NIMH assessment of schizophrenia research in the USSR (1972); international pilot study of schizophrenia; six-country study of effects of modernization; Hawaiian psychopathology and normality; megavitamin, tranquilizer and drug studies for the aged in Canada; English autistic children; genetic/environmental influences on criminality in Denmark; psychoses in Croatia (Yugoslavia); suicide (Scandinavia, Los Angeles, and Vienna); Swedish laboratory methods; child rearing in the U.S. and Japan; and Micronesian thinking patterns. Focused on among four reports on services (Part 2) are an overview, NIMH observation of USSR services (1967), and family role in children's hospital care (U.S.). Training in Part 3 is examined in three reports on foreign researchers in U.S. laboratories, foreign work-study assignments, and anthropology fellowships. Offered in Part 4 are four drug abuse reports on international cannabis research, international programs, narcotic addiction treatment in Iran, and a NATO drug rehabilitation project. The one report in Part 5 covers international studies on alcohol abuse and alcoholism. Directions for future collaboration are examined. (MC)

ED 093 110

EC 062 194

O'Connor, Gail Sitkei, E. George

The Study of a New Frontier in Community Services: Residential Facilities for Developmentally Disabled Persons.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Pub Date Dec 73

Note—23p.; Working Paper No. 72

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Adults, Community Services, *Exceptional Child Services, *Group Living, *Mentally Handicapped, *National Surveys, Normalization (Handicapped), *Residential Programs, Trend Analysis, Young Adults

A national survey of 474 community residential facilities for the adult mentally retarded focused on obtaining information on type of facility, source of referrals, development, resident population, and major problems. It was found that over 75% of the facilities have been in existence 5 years or less, that approximately half were private non-profit operations, that about half of the residents were between 16 and 30 years of age, that 60% of residents were males, that more than half

had previously resided in an institution, that institutions had referred 42% of the placements, that 54% of the facilities received at least one supportive service from state residential institutions, and that 69% of residents functioned in regular or sheltered employment. Facilities reported their three most important problems to be inadequate funds, difficulty of finding qualified staff, and the development of individualized client programming. Motivating forces affecting the opening of the community residential facilities commonly included personal interest, influence of parents and/or other citizens, and encouragement of sheltered workshops or training centers. A second phase of the study will study the interrelationships among facilities, staff, residents, styles of resident life, services and programs, financial operations, and community relationships in the development and maintenance of the community residences. (DB)

ED 093 111 EC 062 195

Florida-Developed Products Listing: Education for Exceptional Students. Third Edition.

Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date Mar 74

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Catalogs, *Exceptional Child Education, *Handicapped Children, *Instructional Materials, Instructional Media

Identifiers—*Florida

This annotated listing of instructional materials for use with exceptional children includes 137 entries from various exceptional child education programs in Florida. Products are listed alphabetically by title and additionally indexed by area of exceptionality, program source, and sponsoring school district. Each entry includes a brief annotation of the product and designates the sponsor, areas of exceptionality to which it is applicable, potential use, media format, availability, and a source person who may be contacted for additional information. It is explained that all materials represented in the listing are available on loan from the Educational Clearinghouse/Information Center of the Florida Department of Education. (DB)

ED 093 112 EC 062 201

Ottina, John R.

The Federal Commitment to Education for the Handicapped.

Pub Date Apr 74

Note—9p.; Prepared for the Annual International Convention of the Council for Exceptional Children (52nd, Americana Hotel, New York, New York, April 17, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Trends, *Exceptional Child Education, *Federal Aid, Federal Government, *Government Role, *Handicapped Children, *Program Development

Identifiers—Severely Handicapped

Reviewed in the speech by John Ottina, the U.S. Commissioner of Education, are trends in the federal government's role in education for the handicapped and current federally funded projects serving the handicapped. Noted is program growth from subsidies for just two facilities 20 years ago to the current annual budget of \$300 million to support education of the estimated seven million handicapped children. It is explained that \$190 million goes to the states and another \$100 million is used for a model program development in areas such as early childhood education, media development, and teaching training. Described are new federally supported efforts in research such as developing four new curricula for the mentally retarded child, in media such as captioning the ABC evening news, in program development such as establishing 10 centers to serve deaf blind children and, in an emphasis on early childhood programs to identify and remediate disabilities at the preschool level. Future trends in government involvement are seen to include provision of resources to State and local education agencies as they expand services for the severely handicapped, increased support of model preschool projects, model projects specifically designed to serve the severely handicapped, increased emphasis on the gifted and talented, and collection of better data on in-

cidence and educational costs of various handicapping conditions. (DB)

ED 093 113

Geddes, Dolores

Physical and Recreational Programming for Severely and Profoundly Mentally Retarded Individuals.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-72-5454-233563

Note—74p.; A publication of the AAHPER Information and Research Utilization Center in Physical Education and Recreation for the Handicapped

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Custodial Mentally Handicapped, Educational Needs, *Exceptional Child Education, Individual Activities, Mentally Handicapped, *Physical Education, *Program Development, Recreation, *Resource Guides

Identifiers—Severely Handicapped

The guide presents information on programming physical and recreational activities for severely and profoundly mentally retarded individuals of all ages who are in public and private treatment and direct care facilities, continuum care settings, and community programs. An introductory article stresses the need for physical activity by the severely handicapped, lists program goals, and offers general and specific suggestions for physical activities. Part 1 gives examples of behaviors to be developed with suggested activities for areas such as optimum arousal levels, discrimination of sensory stimuli, efficient motor perceptual skills, increased independence, and mature social interaction. Part 2, an annotated list of references, consists of the following components: general information and educational/training programs (33 items), physical and recreational activities (21 items), physical and recreational activity programs (84 items), equipment (14 items), and evaluation (19 items). Listed in Part 3 are 11 resource information contacts. Part 4 lists 12 audiovisual aids with descriptive information and sources. Described in the last section are 10 examples of on-going program approaches. (DB)

ED 093 114

Sykes, Kim C. And Others

Creative Arts and Crafts for Children with Visual Handicaps.

American Printing House for the Blind, Louisville, Ky. Instructional Materials Reference Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Grant—OEG-2-6-062289-1582

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Art Education, *Class Activities, Exceptional Child Education, *Handicrafts, Individual Activities, *Teaching Guides, *Visually Handicapped

This teaching guide gives instructions for 23 creative art or craft projects thought to be appropriate for use with visually handicapped children. Usually included for each project are the educational objective, materials and equipment needed, procedure, possible variations, and photographs. The following types of activity are recommended: tempera painting, finger painting, straw blowing, string painting, crayon resist, fabric collage, object printing, rubbing, cardboard printing, modeling with clay, ceramic clay modeling, plaster carving, plastic bag plaster, sand casting, scrap wood, papier mache, wire, puppets, stitchery, paper weaving, straw weaving, cardboard weaving, and "God's Eye", a circular stickweaving project. (DB)

ED 093 115

Braf, Per-Gunnar

The Physical Environment and the Visually Impaired.

ICTA Information Centre, Bromma (Sweden).

Pub Date Mar 74

Note—34p.

EC 062 202

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Architectural Barriers, *Architecture, *Building Design, *Design Needs, Environmental Influences, *Exceptional Child Services, Foreign Countries, *Visually Handicapped

Identifiers—Sweden

Reported are results of a project carried out at the Swedish Institute for the Handicapped to determine needs of the visually impaired in the planning and adaptation of buildings and other forms of physical environment. Chapter 1 considers implications of impaired vision and includes definitions, statistics, and problems of the visually impaired such as orientation. Chapter 2 given basic information on building site, planning and design, the use of furnishings, obstacles, light, color, and sound. Considered in the third chapter is the total environment of the visually impaired individual including primary buildings (such as homes), the environment between buildings, secondary buildings (such as schools and shops), and public transport. The design of special small scale environments including areas for hygiene, changing, housework, meals, specific types of work, and vertical transportation is discussed in chapter 4. The final chapter gives additional information on lighting, signs and sign-posting, and design of doors and gates. Summarized are important points of the booklet such as breaking down large areas into smaller areas and complementing optical signals with acoustic signals. (DB)

ED 093 116

First Chance Products: A Catalogue of Instructional and Evaluative Materials.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 74

Note—173p.; Tadscrip 3

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Catalogs, *Early Childhood Education, Evaluation, *Exceptional Child Education, Handicapped Children, *Instructional Materials, Instructional Media

Identifiers—*First Chance Network

Presented in the catalog are approximately 150 listings of instructional or evaluative materials developed by the First Chance Network of model preschool intervention programs for handicapped children. Materials are alphabetically indexed by title and cross-referenced by target population (children, parents, or staff) and function (instructional or evaluative). Given for most items is general information including name of project director, name of project, address, and phone number; item information including name of item, target population, function, appropriate handicapping conditions, results on the target population of item use, and a brief description of the item including media format and how the item is used. Examples of materials listed include a book of creative teaching aids, a slide tape presentation of behavior modification techniques, a listing of educational objectives, a videotape on reinforcing verbal behavior at home, a parent interview form, and child observation guidelines. (DB)

ED 093 117

White, Alan J., Ed. Milbury, Frank, Comp.

Evaluation of Programs for the Gifted and Talented: Report of the Connecticut Task Force on Evaluation. Working Draft.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date Jun 74

Note—87p.; For related reports see EC 062 207 and EC 062 208

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Exceptional Child Education, *Gifted, *Models, Program Effectiveness, *Program Evaluation, Questionnaires, Rating Scales, State Programs, Testing

Identifiers—*Connecticut

The report (in working draft form) of the Connecticut Task Force on Evaluation of Programs for the Gifted and Talented examines evaluation issues of product, process, and presage and provides samples of nonstandardized evaluation in-

struments being used in 21 local Connecticut gifted programs. Product evaluation is seen to focus on student achievement gains. Given is an annotated listing of 10 aptitude measures, six achievement measures, and 12 creativity measures appropriate for the product evaluation approaches. Process evaluation is reported to center on key aspects of the ongoing student-teacher interaction. Described are three instruments: the Flanders Interaction Analysis, the Ceri Matrix, and a Class Activities Questionnaire. The presage design is explained to estimate the quality of a program by assessing key input variables, the DESDEG model (Diagnostic and Evaluative Scales for Differential Education for the Gifted) is reviewed. Also described are two comprehensive models for program evaluation. The Eash model stresses the need for evaluation to allow for evolving program goals, while Key Features attempts to identify major variables of program success, prime interest groups, and relevant time factors. The samples of nonstandardized evaluation instruments from local programs include teacher questionnaires, student rating scales, parent questionnaires, and student self-evaluation forms. (DB)

ED 093 118 EC 062 207

White, Alan J., Ed. Campbell, Annie L., Comp. Curriculum Guidelines for the Gifted and Talented: Report of the Connecticut Task Force on Curriculum. Working Draft. Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date Jun 74

Note—146p. For related reports see EC 062 206 and EC 062 208

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Conceptual Schemes, *Curriculum Development, *Exceptional Child Education, *Gifted, *Guidelines, Models, State Programs

Identifiers—*Connecticut

The report (in working draft form) of the Connecticut Task Force on Curriculum for the Gifted and Talented summarizes three theoretical models for curriculum planning, gives an overview of elementary and secondary curricula currently being used in Connecticut school districts, and provides an annotated bibliography on curriculum development. Stressed is a view of curriculum which includes both product and process variables in a differentiated curriculum. Explained with examples are the application to curriculum for the gifted on the following models: J. P. Guilford's Structure of Intellect model, the Taxonomy of Educational Objectives developed by B. Bloom, and the Cognitive-Affective interaction model of F. Williams which identifies key pupil behaviors, teacher behaviors, and curriculum content. Briefly described are curricula currently being used in approximately 25 Connecticut school districts including district-wide, regional, arts-oriented, academic, semi-separated, consultative, well-established, and pilot programs. Lists of materials being used in the programs are provided. The final section consists of an extensive bibliography on curriculum development including an annotated listing of approximately 45 curriculum materials or articles on curriculum development, and approximately 30 abstracts of selected materials. (DB)

ED 093 119 EC 062 208

White, Alan J., Ed. Lanza, Leonard G., Comp. Identification of the Gifted and Talented: Report of the Connecticut Task Force on Identification. Working Draft.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date Jun 74

Note—144p. For related reports see EC 062 206 and EC 062 207

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Ability Identification, Annotated Bibliographies, *Disadvantaged Youth, *Exceptional Child Education, *Gifted, *Identification, Screening Tests, State Programs, Talent Identification, Testing

Identifiers—Artistically Talented, *Connecticut

The report (in working draft form) of the Connecticut Task Force on Identification of the Gifted and Talented discusses general systems

and instruments of identification, identifying the academically gifted, identifying the disadvantaged gifted, and identifying special types of giftedness. Excerpts from Connecticut State Department of Education publications are provided to show the broadened conception of giftedness includes a wide spectrum of intellectual aptitudes and abilities such as creativity and talent in the graphic and performing arts. The section on general systems and instruments describes possible screening and selection sequences, gives samples of rating scales and checklists which can be incorporated into identification systems, and summarizes the results of a study on the development of an evaluation procedure to identify gifted children in one Connecticut district. Definitions and characteristics of the academically gifted child are discussed. Reviewed is the literature on the identification of gifted children from disadvantaged backgrounds, and included are two papers on evaluating talent potential in the disadvantaged. Offered are suggestions for identification procedures in the special areas of the performing arts, creative thinking abilities, and independent study. Final sections include an annotated bibliography of approximately 50 standardized identification instruments and a bibliography on identification of approximately 50 items. (DB)

ED 093 120

Larsh, Edward B., And Others

Gifted and Talented Preschool Programs: Why Not in Head Start?

Office of Education (DHEW), Denver, Colo. Regional Office 8.

Pub Date [74]

Note—103p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Early Childhood Education, *Exceptional Child Education, *Gifted, Guidelines, *Program Descriptions, *Program Development, Program Evaluation, Student Characteristics

Described are four preschool programs for gifted children at the preschool level, and discussed are components of a good preschool program for the gifted and talented. It is believed that programs for the gifted can easily be included in a Head Start program. Reported are the results of on-site visits to two programs in Utah which resulted in recommendations such as the importance of inservice training and the need for curriculum based on development of problem solving skills. Briefly described are two other programs which stress skills such as creativity and decision making. Meetings with parents are reported to have shown agreement that the gifted child needs an enriched program but disagreement concerning whether gifted children should be in segregated or integrated settings. A good preschool program for the gifted and talented is seen to require identification of comprehensive objectives, provision for pupil differences, appropriate instructional materials and physical facilities, a flexible schedule, qualified staff, and a curriculum focus on the development of thinking skills. Emphasized in the section on the characteristics of preschool children are the multiplicity of potentials in children at the preschool age and the need for a program which provides a multiplicity of opportunities for free expression. (DB)

ED 093 121

Gentile, Augustine McCarthy Barbara

Additional Handicapping Conditions Among Hearing Impaired Students. United States: 1971-72.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Series D-14

Pub Date Nov 73

Note—57p. Data from the Annual Survey of Hearing Impaired Children and Youth

Available from—Gallaudet College Book Store, Washington, D.C. 20002 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Aurally Handicapped, *Exceptional Child Research, *Incidence, *Multiply Handicapped, Statistical Data, *Surveys

The Annual Survey of Hearing Impaired Children and Youth (1971-72) obtained information on 42,513 students enrolled in 636 preschool, elementary, and secondary educational programs

for the hearing impaired. Data were gathered on the number of hearing impaired students with additional handicapping conditions, the types of conditions reported, the severity of the conditions, the profession of the person who evaluated the conditions, whether or not the student was receiving medication, ethnic origin, and degree of hearing loss. The data indicated that 32 percent of the students had one or more additional handicapping conditions, that a greater proportion of males had additional handicapping conditions, that students with hearing threshold levels below 65 decibels were slightly more likely to have additional handicaps, that students whose hearing loss was present at birth were more likely to have additional handicaps, and that most frequently reported types of additional handicapping conditions were emotional or behavioral problems, mental retardation, and visual disorders. (DB)

ED 093 122

Reynolds, Maynard C.

Models for Coalitions in Special Education Teacher Training.

Pub Date 14 May 74

Note—29p. Prepared for CBTE Conference in Special Education (Albany, New York, May 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Conceptual Schemes, *Cooperative Programs, Educational Trends, Equal Education, *Exceptional Child Education, Guidelines, Handicapped Children, *Models, *Special Education Teachers, *Teacher Education

The author identifies current trends and forces in special education, reviews models of special education teacher training, and proposes a model voluntary consortium model. The most dramatic development is seen to be the extension by the courts of appropriate education in the least restrictive environment to all handicapped children. Described and rejected are three models of macrosystem teaching training: the Sovietized approach which would involve a highly centralized analysis of needs and allocations, the Institutes of Higher Education Dissemination model which would give colleges and universities the primary training role, and the local needs assessment model which would stress the local education agency as the determiner of needs and distributor of resources. The author prefers the voluntary collaboration model which would involve cooperation among local education agencies, universities, and teacher associations in the planning of training programs. An example of standards in such a program are that existing training centers should take the leadership in defining and distributing training programs so that every child receives services regardless of his location. It is suggested that participation in such a consortium be increased by incentive systems of states and professional organizations. Among criteria given as suitable for evaluating a consortium are increased communication among all units involved. Additional guidelines offered for consortium development includes the avoidance of narrowly based, fixed consortiums that establish territorial rights. (DB)

ED 093 123

Reynolds, Maynard C.

Criteria in the Public Education of the Severely Handicapped.

Pub Date 2 Nov 73

Note—35p. An address to the Saskatchewan Federation, Council for Exceptional Children (Saskatoon, Saskatchewan, November 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Needs, Educational Trends, *Exceptional Child Education, Handicapped Children, *Historical Reviews, Placement, Program Descriptions, Regular Class Placement, *Special Education, *Student Placement

Identifiers—*Severely Handicapped

Discussed in the speech on criteria in the public education of the severely handicapped are historical developments leading to the current situation, the kinds of developing structures emerging in special education, the question of criteria and its ramifications, and major tasks to be accomplished. Identified are four historical stages in special education: (1) the organization of residential schools in the 19th century, (2) the development of a few community prototypes in

the early 20th century, (3) the quantitative explosion of services 1945-1970, and (4) the current period which is seen to be one of negotiation for more integration for exceptional children in both the public schools and the community. Mainstreaming is stressed as the dominant historical trend. Described are four local programs to provide support services to regular teachers whose classes include exceptional children. Five criteria for placement are considered which include the instructional decision being made on evidence of advantage for the individual and not on the institutional difficulties associated with placing the child in the mainstream or another particular setting. Finally, the author expresses his preferences for special education which include decategorizing both children and teachers so that the highly competent "special educator" would receive funding and children would receive individualized instruction based on educational needs rather than handicapping condition. (DB)

ED 093 124 EC 062 245

Stewart, Larry G., Ed.
Perspectives in Education of the Deaf.
Council of Organizations Serving the Deaf,
Washington, D.C.

Spons Agency—Social and Rehabilitation Service
(DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date Mar 72

Note—90p.; Proceedings of National Forum V,
Council of Organizations Serving the Deaf
(Memphis, Tennessee, February 29-March 3,
1972)

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. (Stock Number 1760-00118, \$0.95)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS
POSTAGE

Descriptors—Aurally Handicapped, *Communication (Thought Transfer), *Conference Reports, Counseling, *Deaf, *Educational Objectives, Educational Philosophy, *Exceptional Child Education, Innovation, Language Development, National Organizations, Parent Role, School Role, Sensitivity Training, Teaching Methods

Reported are proceedings of the fifth national forum (1972) of the Council of Organizations Serving the Deaf which had a registration of more than 500 parents, deaf adults and youth, and professionals. One of the purposes of the forum is stimulating new developments in education of the deaf. The keynote speech entitled "Love-In" addresses the need for a person to love and respect deaf children and self in order to help deaf children. Listed are responses by participants to 25 topics such as Summerhill, total communication, and parent education. "What is learning" is the focus of discussions in areas such as nonverbal communication, the school's role, parent education, and teacher education. The deaf person and learning is discussed in relation to learning to learn and developing sensitivity to issues and problems. Language and communication are examined in terms such as language input and output, and differentiation between language and communication. Listed are participants' comments on incidental learning, linguistic communities, and the role of deaf children's parents. Discussed are changing educational objectives, teacher training, counseling, educational systems, teaching methods, recent educational innovations, and student involvement. Listed are participants' statements on school administration, dormitory living, faculty and student committees, and continuing education. Reviewed are communication methods such as Ameslan and auditory training. Commented on are sex education, religious education, drugs, and higher education. Reported from the junior "rap-in" are views on topics such as communication, counselors, and parents. (MC)

ED 093 125 EC 062 246

Anand, Viki
State Provisions and Regulations for Physical Education for All the Handicapped.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 74

Grant—OEG-0-72-5454-233563

Note—68p.; Report of the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped

EDRS Price MF-\$0.75 HC-\$3.15 PLUS
POSTAGE

Descriptors—*Adapted Physical Education, *Exceptional Child Education, *Handicapped Children, *National Surveys, Physical Education, State Legislation, *State Standards, Teacher Certification, Teacher Education

A survey of state laws and regulations revealed that of 46 responding states and the District of Columbia, 27 states provide physical activities to children with various handicapping conditions. Findings indicated that provisions vary from state to state and do not always cover all aspects of adapted physical education or all children with handicapping conditions, and that only 12 states require physical educators (who work with handicapped children) to have special preparation or training. The following recommendations were based on the findings: (1) provision by states for physical education for all children; (2) the use of the terms "adapted physical education" and "handicapping conditions" according to definitions developed by the Committee on Adapted Physical Education of the American Association of Health, Physical Education, and Recreation (AAHPER) in 1952; (3) increase of certification requirements in each state to include needed competencies for providing physical education to children with handicapping conditions; and (4) a structure at the national level within the AAHPER to provide coordination and guidance for state and local levels. Appendixes give letters to state directors of special and physical education and relevant copies of state laws and regulations from responding states and the District of Columbia. (Author/MC)

ED 093 126 EC 062 247

Stukuls, Henry I.

Discrimination Learning and the Effects of Interference on Short and Long Term Retention Process of Retarded and Normal Children. Final Report.

State Univ. of New York, Cortland. Coll. at Cortland.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 30 Aug 74

Grant—OEG-4-71-0039

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS
POSTAGE

Descriptors—Adolescents, Childhood, *Discrimination Learning, Educable Mentally Handicapped, *Exceptional Child Research, *Factor Analysis, Learning Processes, Learning Theories, Memory, *Mentally Handicapped, Recall (Psychological), *Retention, Trainable Mentally Handicapped

Eighteen retarded Ss (mean IQ 50 and mean age 14 years) and 18 normal Ss (mean IQ 100 and mean age 7 years) participated in a study to isolate variables that differentially control discrimination learning and retention processes, and to evaluate contrasting theories on discrimination learning and memory processes of retarded and normal children. The experimental design contained the following six independent variables: IQ groups (retardates vs. normal Ss), retention intervals (seconds vs. hours), kinds of test problems (new vs. old), sources of interference (proactive vs. retroactive), types of interfering discrimination (new vs. old), and Ss. The dependent variable in all conditions was the S's response (on a discrimination test trial) expressed in terms of either percentage of correct responses or retention loss score in each level of the factorial experiment. Acquisition data showed that retarded Ss were slightly but significantly slower learners than normal Ss and required more trials to reach criterion on interference free discrimination problems. Retention data showed that retarded Ss had only a slight overall retention deficit compared to normal Ss, and that both groups displayed greatest retention loss on new test problems, long retention intervals, and interference conditions (retroactive conditions for the retarded Ss and proactive conditions for the normal Ss). The results indicated a dual memory process of retarded and normal children and therefore supported N. Ellis's 1970 Primary and Secondary Memory Theory and the data of D. Zeaman's 1973 Attention-Retention Theory. (Author/MC)

ED 093 127 95 EC 062 248

Happiness Is Healthiness. A Special Study Institute in Health Education for Mentally Handicapped Children in Elementary and Secondary Schools.

dicapped Children in Elementary and Secondary Schools.

New York State Education Dept., Albany, Bureau for Mentally Handicapped Children; Schenectady City School District, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Note—87p.; Conference Highlights, Paige School (Schenectady, New York, May 12-14, 1971)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS
POSTAGE

Descriptors—Community Resources, Computer Assisted Instruction, Conference Reports, *Exceptional Child Education, Guidelines, *Health Education, Home Economics, *Institutes (Training Programs), *Mentally Handicapped, Nursing, Nutrition, *Physical Education, Physical Fitness, Professional Personnel, Special Education Teachers

Identifiers—New York

Presented are proceedings from a 3-day study institute (1971) to provide teachers of mentally handicapped (MH) students, health profession personnel, and physical education teachers in Schenectady with resource information for implementation of New York state's mandate to provide health education for all children. Included are the program schedule and a review of institute purposes which stresses the need to cope with increasing drug abuse. The following presentations are discussed: the role of the community resources in health education and reeducation; broad aspects of health education for MH students; and an outline to health education for MH children in elementary and secondary schools which includes components such as physical fitness, testing, and program content. Also given are guidelines for teaching physical fitness to MH children; a discussion on the role of the nurse-special teacher in health which involves aspects such as cooperating with parents and medical professionals to meet MH children's needs; guidelines for teaching concepts of nutrition and consideration of effects of poor nutrition on mental retardation and on the productivity of children; and contributions of home economics educators such as use of the Future Homemakers of America to enrich classroom learning. Included are comments from discussion periods, representative sample evaluation forms, reactions to each session, and comprehensive evaluation which indicates favorable responses to aspects such as content, organization, and practicability for classroom instruction. (MC)

ED 093 128 EC 062 249

Polk County (Florida) Vocational-Occupational Curriculum Model for Exceptional Children.
Polk County Board of Public Instruction, Bartow, Fla.

Pub Date [74]

Note—211p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS
POSTAGE

Descriptors—*Behavioral Objectives, *Career Education, *Curriculum Guides, Daily Living Skills, *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Education, Health, Language Arts, Mathematics, Mentally Handicapped, Sciences, Secondary School Students, Social Adjustment, Vocational Education

Identifiers—Florida, Polk County

Presented is the Polk County, Florida preliminary model vocational-occupational curriculum guide for educable mentally retarded (EMR) students in grades 1-2. Aim of the curriculum is the successful placement of students in the community. Provided for grades 1-6 are the following components: a rating scale and behavioral objectives for primary and intermediate levels in areas such as the family, language arts, reading, health, career education, body image, directionality, the neighborhood, transportation, and geographical/governmental concepts. Materials are suggested for use in language arts and arithmetic. Offered for grades 7-9 are a vocational readiness checklist and behavioral objectives for effective living, prevocational abilities, general work duties, general work information, communications, and mathematics. Grades 10-12 items include an orientation form and behavioral objectives for communications, personal and social adjustment, self preservation, social and environmental sciences, wages and hours, and functional skills.

The following are examples of behavioral objectives: location of Florida on a map for understanding of geography (elementary level), knowledge that lateness is a form of dishonesty for attainment of preconviction skills (junior high level), and knowledge that hallucinogens distort physical senses for awareness of troublesome drugs (life sciences unit of the personal and social adjustment category in high school). Included are lists of materials, state approved texts, and survey results of alternate graduation plans for EMR programs. (MC)

ED 093 129 95 EC 062 250

Padzensky, Herbert And Others

A Competency Based Design Career Ladder for Instructional Personnel of Individuals Functioning as Moderately and Severely Retarded.

Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Note—76p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Administration, Behavioral Objectives, Conceptual Schemes, *Exceptional Child Education, *Inservice Teacher Education, Interagency Cooperation, Mentally Handicapped, *Models, *Performance Based Teacher Education, Program Descriptions, Program Design, Program Development, Teacher Evaluation, *Trainable Mentally Handicapped

Identifiers—Colorado, Severely Handicapped

Provided is a competency based career ladder model (developed for Colorado) to enable universities and colleges to improve preservice programs for teachers of the moderately and severely retarded, and to aid state and local agencies in planning meaningful inservice programs. Administration requires cooperation of state groups such as the state department of education and the local agency and coordination by a central office. The following dimensions of the model are described: the rationale dimension, which deals with the "product" (student skills to be developed); the job analysis dimension, which comprises prescribed and discretionary activities; the middle management dimension, which is crucial to staff development and motivation; and the growth opportunity dimension, for upward mobility through compensatory planning and training components. Discussed are recommendations for a career ladder model for the state of Colorado. Details of the model are given in the appendix. Listed are responsibilities, duties, prerequisites, and minimum competencies for aide (level 1), training assistant (level 2), teacher or specialist (level 3), and specialist-supervisor/teacher-supervisor (level 4). Performance objectives are specified at each level for the phases of student assessment, program design, program implementation, and program testing. An example of an objective at level 3 (teacher-specialist) for attaining knowledge of developmental disabilities with emphasis on mental retardation (student assessment phase) is: "teacher can write facts about epidemiological variables." (MC)

ED 093 130 EC 062 251

Research on Computer Based Resource Units.

Pub Date 5 Mar 70

Note—58p.; A Compendium of Papers Presented to the American Educational Research Association (March 5, 1970)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavioral Objectives, Computer Assisted Instruction, *Curriculum Development, Curriculum Evaluation, Decision Making, *Effective Teaching, *Exceptional Child Research, *Handicapped Children, Information Utilization, Instructional Materials, Research Reviews (Publications), Resource Guides

Identifiers—*Computer Based Resource Units

Presented are four research papers on computer based resource units (CBRUs) which are relevant to special education (SE). J. Eisele explains computer use for curriculum development and instructional management by describing the problem, objectives, and procedures, and by giving conclusions. The system is said to involve teacher selection of objectives and completion of a student profile, and computer production of resource guides consisting of four sets of suggestions for each objective and lists of activities

and materials. An appendix includes learner variables, teacher decision-making variables, a CBRU schema, and a list of resource units (eight units are starred for SE use). K. Cross summarizes four studies on CBRU use for developing critical thinking skills, developing positive attitudes toward mathematics, using objectives of understanding to increase students' knowledge, and using a precoded resource guide for a U.S. Constitution unit, and concludes that there are no quantitative losses and some quantitative gains from CBRU use. T. Clayback summarizes two studies on effects of computer assisted planning on teacher behaviors and reports results such as teachers using a resource guide preplanned more and developed better planning ability than teachers not using the guide. Discussed by G. Bianchi and D. Burr are ways CBRUs enhance curriculum research and evaluation strategies. The authors examine teaching-learning components, and summarize completed and ongoing studies to illustrate CBRU use. (MC)

ED 093 131 EC 062 252

Television for the Hearing Handicapped Learner.

Preservice Teacher Handbook.

Southern Regional Media Center for the Deaf, Knoxville, Tenn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date [74]

Note—55p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Aurally Handicapped, *Deaf, *Educational Television, Exceptional Child Education, *Guidelines, Teacher Education, *Television Instruction, *Video Tape Recordings

The guide is intended for preservice teacher education in the use of video technology for the education of the deaf. Listed are advantages of instructional television such as its ability to provide immediate feedback through instant replay. Suggestions for use of the videotape recorder and monitor for playback include renting commercially prepared videotapes and training students to run the equipment. Examples of uses include presenting speech and lipreading exercises in magnified form and then analyzing each student's performance from videotape. Discussed are guidelines for selecting content for the television programs such as incorporating the principles of learning and defining the specific objectives of the program. The appendixes contain detailed information on operation and maintenance of instructional television equipment and effective use of educational television programs, a list of references and sources, and a glossary of 45 television terms. (DB)

ED 093 132 EC 062 263

Utrup, Robert G.

Home Mechanics for the Visually Impaired.

Western Michigan Univ., Kalamazoo. School of Graduate Studies.

Pub Date Jan 74

Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Daily Living Skills, *Exceptional Child Education, Guidelines, Home Economics, *Industrial Arts, Lesson Plans, Maintenance, *Mechanical Skills, Repair, *Visually Handicapped

The manual is intended to be used in a course on home mechanics for the visually handicapped and is organized into 17 lessons. Lessons cover the following topics: adhesives (such as Elmer's glue), cleaning drains, faucet repairs, fire extinguishers, the flush tank, the fuse box, glazing, hammers, hand sanding, hand saws, hangers, nails and wood screws, painting, pliers and wrenches, screwdrivers, sharpening, and wiring a plug or lamp socket. The format for each lesson is divided into six areas: lesson (describing the goals such as predrilling for a woodscrew in the lesson on nails and woodscrews), materials (all tools and supplies needed to fulfill lesson objectives), tactical aids, questions and answers (to provide basic information), the procedure (step by step instructions for the lesson objectives), and safety. Also included are a list of seven references, suggestions for obtaining tools and other supplies, a list of recommended tools, and a list of 18 supplementary readings with brief annotations,

availability in Braille or on tape, and reading levels. (DB)

ED 093 133 EC 062 264

Lipreading for the Deaf and Hard of Hearing.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date [73]

Note—109p.; Prepared by the Lipreading Committee of Junior High School 47, Manhattan Curriculum Bulletin, 1972-73 Series, No. 5

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Aurally Handicapped, Class Activities, *Exceptional Child Education, Guidelines, Junior High School Students, *Lesson Plans, *Lipreading, *Teaching Methods

The guide provides fundamental principles of lipreading instruction and 38 sequential formal lessons in lipreading for use at the junior high or older level. It stresses that lipreading training aims to develop the understanding of words, phrases, and sentences rather than the study of exact lip movements. The lipreading ability of the child is said to be usually far beyond his oral and written expression. Part 1 contains fundamental principles and teaching techniques such as individualizing instruction, using commands to develop exact lipreading, taking dictation and lipreading from television. The activities in Part 1 may be used for readiness purposes prior to formal lessons and as enrichment in conjunction with the formal lessons in Part 2. Lesson format provides information on the following areas: movement, visibility symbol, sample words, elicited words, secondary spellings, movement description, sound formation, eye drills, clue words, sentences with clue words, homophones, devices and games, and practice words at six levels of difficulty with the target lip movement in the initial, medial, or final position. (DB)

ED 093 134 EC 062 265

Dapper, Gloria

Educating Children with Special Needs; Current Trends in School Policies and Programs.

National School Public Relations Association, Arlington, Va.

Pub Date 74

Note—64p.

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Administrative Policy, Court Cases, Delivery Systems, Equal Education, *Exceptional Child Education, Government Role, Handicapped Children, *Program Descriptions, School Districts, *Special Education, State Legislation, Teacher Supply and Demand, *Trend Analysis

The report focuses on special education trends in school policies and programs at the national, state, and local levels. Noted are trends such as court decisions and state legislation mandating appropriate education for all handicapped children and the development by local school boards of new policy statements. Identified are major issues such as labeling, mainstreaming, funding, and early intervention. Major court cases and state legislative acts which place primary responsibility for serving the handicapped on the local school district are reviewed. The federal role is seen to be one of leadership and support of model programs, and 14 sources of federal assistance for the handicapped are listed. Discussed are alternative systems of special education and issues of placement, discrimination, and mainstreaming. Statistics on the incidence of the handicapped are given, and four diagnostic programs are described. Two chapters on the delivery of education services stress programs that focus on residual abilities rather than disabilities. It is thought that increased preservice and inservice emphasis on special education training will help to provide the additional 250,000 special education teachers needed to educate all the handicapped. Suggestions for improved public relations include getting parental permission before releasing photographs of students to the press. Appended are addresses of instructional materials centers and state education agencies. (DB)

ED 093 135 88 EC 062 266

Renzulli, Joseph S.

An Evaluation of Project Gifted 1971-1972.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-

ton, D.C.; Rhode Island State Dept. of Education, Providence.

Pub Date [72]

Note—84p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Creative Thinking, Elementary School Students, *Exceptional Child Education, *Gifted, *Program Descriptions, *Program Evaluation, School Districts, Special Classes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project Gifted, *Rhode Island

Evaluated was Project Gifted, a tri-city (Cranston, East Providence, and Warwick, Rhode Island) program which focused on the training of gifted children in grades 4-6 in the creative thinking process. Project goals were identification of gifted students, development of differential experiences, and development of innovative programs. Cranston's program involved full-time special classes, while East Providence's program had 2 1/2 hours daily of special instruction using a humanities based curriculum, and Warwick's program had gifted students travel to a creativity center for a 2 1/2-hour session weekly. The evaluation model provided both formative (continuous feedback) and summative information on changes in student performance and attitudes resulting from program participation. Results of analysis of performance test results, classroom atmosphere, parent questionnaires, interviews, creativity test scores, sociometric data, and art and creative writing products showed all three programs to be highly successful. Among recommendations were the expansion of the internship program (Cranston), greater attention to the development of high mental processes (East Providence), and inclusion of a teacher with creative writing background (Warwick). The questionnaires used in the project are included. (DB)

ED 093 136

EC 062 267

Miller, Sue, Comp.

Gifted and Talented Program. 1973-1974.

Greater Juneau Borough School District, Alaska.

Pub Date [74]

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Art, Check Lists, Creative Ability, Elementary School Students, *Enrichment, *Exceptional Child Education, *Gifted, Identification, Music, *Program Descriptions, Program Evaluation, Rating Scales, *Records (Forms), School Districts, Talent Identification

Identifiers—Juneau
Provided is information on the gifted and talented program for children K-6 in Juneau, Alaska, and included are steps in identification, program implementation, and evaluation. It is explained that the enrichment program is intended for students with high intellectual ability, creative or thinking skills, leadership ability, ability in the visual and performing arts, or psychomotor ability. Explained are steps in identification which include teacher recommendation, recommendation of the placement panel, parent recommendation, and results of testing. Given are the rating scale for teachers and the checklist for parents. Outlined are steps in student identification, program implementation, and evaluation for the art and music components. Forms and lists used to help students select and perform individual study projects are provided. Also included are forms used for program evaluation by teachers, students, and parents. (DB)

ED 093 137

95

EC 062 268

Teacher Education Patterns for Emotionally Handicapped Children in Special School Districts.

New York State Education Dept., Albany, Div. for Handicapped Children; Pleasantville Union Free School District, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 71

Note—46p.; Highlights of the Special Study Institute, Tarrytown House (Tarrytown, New York, March 29-31, 1971)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrator Role, *Conference Reports, Curriculum, *Emotionally Disturbed, *Exceptional Child Education, Hospitalized

Children, Institutes (Training Programs), Institutional Schools, *Teacher Education, Teaching Methods, Therapy, Vocational Education

Identifiers—*New York

Reported are proceedings of a 3-day special study institute on patterns of teacher education for emotionally handicapped children in the state of New York. Listed are the program schedule and conference participants. Among goals given for the conference are the investigation of specific competencies needed by special education teachers and the suggestion of new patterns of teacher training. Stressed are the needs of the 12 institutional school districts which serve approximately 1,500 students. Presented are recommendations in the following areas: curriculum and materials (such as the provision of early laboratory experiences for students); teaching methodology (with skills to be gained from both college classes and classroom teachers); therapeutic functions (such as the need for self-awareness training for trainees); administrative functions (such as the need for administrators to be familiar with problems of learning in disturbed children); and guidance and vocational functions (such as the establishment of liaison offices between potential employers and residential centers). Also included is the evaluation questionnaire submitted to institute participants. (DB)

ED 093 138

EC 062 408

Lambert, Anne Drage, Darlene

Physical Education and Art for Elementary Special Education.

Stark County Dept. of Education, Louisville, Ohio.

Pub Date [73]

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Art, *Class Activities, Elementary School Students, *Exceptional Child Education, Games, Handicapped Children, Handicrafts, *Instructional Materials, Painting, Physical Activities, *Physical Education

The manual contains approximately 68 physical education activities and 60 art activities to be used with special education students in elementary school. It is explained that the physical education activities are limited to low organization games and team sports. Suggested are procedures for class organization, safety, teaching (such as having a warmup period prior to strenuous activities and formation. Given for each sport or game is information on level (primary or intermediate), numbers of players, equipment, formation, and game patterns. Activities described include Crossing the Brook, which entails jumping over an area designated by parallel lines, and "One Old Cat", a softball game which involves hitting a pitched ball and running to first base and home plate. Offered are suggestions for providing artistic experiences, a short bibliography, and a list of materials. Described are art activities such as "Textured Trees", pictures made by cutting tree parts from cloth (burlap and felt) and gluing the parts on cardboard, and painting with finger-paints over crayon work. (MC)

ED 093 139

EC 062 409

Moss, Lewellyn

Study of Music as Teaching Media for Improvement of Speech of Trainable Mentally Retarded Students in Inner City Schools. Final Report.

Southern Connecticut State Coll., New Haven.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-2A103-FR

Pub Date Jun 74

Grant—OEG-1-72-0022

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Adolescents, *Articulation (Speech), Disadvantaged Youth, *Exceptional Child Research, Inner City, Mentally Handicapped, *Music, Speech Improvement, *Trainable Mentally Handicapped, *Vocabulary Development

Presented in the final report are results of a 4 1/2-month research project to test music media for improvement of speech articulation and conversational skills of 46 11- to 21-year-old trainable mentally retarded (TMR) students in New Haven (Connecticut) inner city schools. Included for study aspects are discussions on the literature;

stimulus for the study, such as helping the TMR student experience a feeling of self-expression; and methodology, which involved administration of the Templin-Darley Test of Articulation and the Peabody Picture Vocabulary Test (PPVT) to two experimental and two control classes in school A and to one experimental and one control class in school B. Procedures are explained in terms of beginning with a familiar song, engaging in ear-training and tone-matching games, practicing of rhythm patterns, learning a new song, and closing with a familiar song. Detailed are speech articulation activities such as repetitively singing "Good morning, Miss Moss" for practice in diction; and vocabulary development activities such as describing the animals while listening to a recording of the "Carnival of the Animals" by Saint-Saens. Given are results which indicate improvement (but not at the significant level) by the three classes, and significant improvement by the one class (school B) on the PPVT as a result of reinforcement and review by the teacher. Conclusions and recommendations are given to include need for a longer experimental period and for more rote experiences by TMR/disadvantaged students in learning situations. (MC)

ED 093 140

EC 062 410

Proceedings: A Special Study Institute Program.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.; New York State Education Dept., Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrator Role, *Conference Reports, Cooperative Programs, *Exceptional Child Education, Handicapped Children, *Institutes (Training Programs), Role Playing, *Sensitivity Training, Simulation

Described are proceedings of a 1973 institute in Nassau County (New York) to provide general education administrators with an overview of special education administration as well as the interface between special and general education. It is noted that the institute was cosponsored by the Division of Handicapped Children of the New York State Education Department and the Cooperative Educational Services Board of Nassau County. Explained through the media of photography and excerpts from dialogues is the Special Education Administration Task Simulation (SEATS) game which involved role-playing by institute participants in the roles of a special education administrator, budget director, superintendent, director of pupil personnel services, director of special education, assistant superintendent for instruction, and building principle. Included are comments by participants such as "my horizons have been broadened—I would feel free to consult with my opposite number from another district." (MC)

ED 093 141

EC 062 411

Mann, Philip H., Ed.

Mainstream Special Education: Issues and Perspectives in Urban Centers.

Miami Univ., Coral Gables, Fla.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-72-3999(609)

Note—172p.; Proceedings of the University of Miami Conference on Special Education in Great Cities

Available from—Council for Exceptional Children 1920 Association Drive, Reston, Virginia 22091 (\$3.50, 10% off for 2-9 copies, 20% off for 10 or more copies)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Career Education, Classification, Conference Reports, Cooperative Programs, Equal Education, *Exceptional Child Education, Handicapped Children, *Institutes (Training Programs), Interagency Cooperation, Normalization (Handicapped), *Program Descriptions, Regular Class Placement, *Teacher Education, *Urban Education

Provided are 19 presentations made to 200 participants in a conference on issues of mainstreaming, career education, and teacher education programs for urban handicapped children. Noted are four conference objectives such as im-

proving communication within states between educational agencies and large city special education (SE) personnel. Discussed are SE in cities and procedures for planning the conference. Three papers address the issues of a right to education for all exceptional children, training needs of regular educators, and three D's (declassification, declassification, and desegregation). Commented on in three papers are labeling and categorization, definitions and classification, and labeling and minority groups. The following are among seven educational agency projects and cooperative programs described: the Maryland design for SE services, Portland's public school prescriptive education program, East Cleveland's program for urban education, the Houston plan for retraining regular class teachers, the school/university teacher training program in Madison, and a California model for development centers. Discussed in five presentations are university teacher education programs which focus on the following areas: training of regular teachers in learning disabilities, computer assisted renewal education, training of regular teachers in SE, a clinical teacher model for interrelated SE areas, and program environments for the mentally retarded. Future SE projects are reviewed in relation to a national technical assistance system. Reported is favorable evaluation by participants. (MC)

ED 093 142 EC 062 413
Classes for Doubly Handicapped Children. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]
 Note—56p.; Function No. 09-39608

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE
 Descriptors—Exceptional Child Education, Mentally Handicapped, *Multiply Handicapped, *Physically Handicapped, *Program Descriptions, School Districts, *Special Classes, *Trainable Mentally Handicapped

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, New York City, Severely Handicapped

Presented is the final report of a 1-year New York City program of 18 special classes for 133 doubly (physically and mentally) handicapped children, 5-20 years of age. Noted are criteria for student selection such as IQ below 75, the presence of one or more physical handicaps, and completion of toilet training. It is reported that most pupils selected were from disadvantaged backgrounds. Objectives of the program included improvement in self-help, academic, and social skills; and optimum integration into the larger school program. Major findings discussed are administrative difficulties in screening 100 percent of the children on the waiting list, significant improvement in self-help skills by 62 percent of the children, significant improvement in academic skills by 74 percent of the children, improvement in social skills by 63 percent of the students tested, and participation by most of the children in the larger school program. Recommendations provided include the provision of additional staff and equipment, extension of the integration component to more intensively involve pupils with regular class students, and continuation of the program for the 1973-74 school year. (DB)

ED 093 143 EC 062 414
Independent Activities for Accelerated Students: Individualized Reading Instruction for Students.

Rapides Parish School Board, Alexandria, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE
 Descriptors—Class Activities, Creative Expression, Elementary School Students, *Enrichment, *Exceptional Child Education, *Gifted, Independent Study, Individual Activities, *Reading, Resource Guides, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The teaching guide for use with accelerated elementary school students contains suggestions for independent reading activities, a list of independent reading books for beginning readers, and suggestions for creative activities. Stressed is the value of sharing enthusiasm about books to spur independent reading. Suggestions are given for talking about books, writing to share books, dramatizing books, using audiovisual aids, writing poetry, writing about oneself, making things as a result of a book, developing skills through books, reading newspapers and magazines, and using books with older children. Listed are approximately 400 books for independent reading by beginning readers. Examples of suggestions for creative activities provided include writing poetry about colors or nature, writing stories about topics such as "If I had the pouch of a kangaroo...", writing group stories or poems (for primary grades), writing a story in Indian picture writing, writing a biography, and using mood music to write about feelings. (DB)

ED 093 144 EC 062 416
 Metz, A. Stafford Cramer, H. Leslie

Professional Staff for the Handicapped in Local Public Schools Spring 1970.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-214

Pub Date 74

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Class Size, *Exceptional Child Research, *Handicapped Children, *National Surveys, Regular Class Placement, Special Classes, Special Education Teachers, *Statistical Data, Teachers, Tutoring

Reported are results of a 1970 survey of 1,996 public elementary and secondary schools, representative of the nation's 81,000 local public schools, to determine the numbers of professional staff serving the following groups of handicapped pupils: speech impaired, learning disabled, mentally retarded, emotionally disturbed, hard of hearing, deaf, crippled, partially sighted, and blind. Data are reported for three instructional situations: teachers of separate special classes, regular teachers who provide special instruction in regular classes, and specialized professional personnel who provide individualized instruction or assistance. Conclusions of the report include findings which indicate provision of special instruction for pupils with learning disabilities by an estimated 123,000 professional personnel of which two-thirds are regular teachers, provision of special instruction for the mentally retarded by an estimated 102,500 professional personnel, pupil staff ratios in special classes ranging from 69 pupils per staff member for the speech impaired to 6 students per staff member for the blind, and pupil staff ratios for individualized special instruction ranging from 15 students per staff member for the speech impaired to 2 students per staff member for the hard of hearing, the partially sighted, and the blind. Appendixes provide information on general methodology, sampling reliability and tables, and the relevant questionnaire items and definitions. (DB)

ED 093 145 EC 062 417
 Sherrick, Carl E., Ed. And Others

Psychology and the Handicapped Child.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-73-05000

Pub Date 74

Note—191p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 1780-01219, \$2.60)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—Attention Span, Cognitive Development, *Exceptional Child Research, *Experimental Psychology, *Handicapped Children, Language Development, Memory, Personality Development, *Research Reviews (Publications), Self Control, Sensory Integration, Social Development, Visual Perception

Reviewed in seven author contributed chapters are findings of experimental psychology relevant

to the education of handicapped children in the areas of sensory processes, visual perception, memory, cognition and language development, sustained attention and impulse control, and personality and social development. Noted in an introductory chapter are the nature and incidences of various handicaps and the possible impact of psychological research on educational services. Stressed in the chapter on sensory processes is research on neonate and infant testing and the substitution of one sense by another. The chapter on visual perception provides information on results of impaired vision and perceptual difficulties and asks to what extent perceptual deficits depend on memory deficits. Diagnostic tools for memory deficits are focused on in the fourth chapter which also includes an evaluation of newer methods of memory research and the author's theory of memory. Described and critiqued in the fifth chapter are four main theoretical approaches to cognition: behavioral, developmental, information-processing, and linguistic approaches. Considered in the chapter on language development are the nature of language learning as a dynamic activity and the biological and social factors which determine language development. Discussed in the next chapter are the contributions of several areas of experimental psychology to help children sustain attention and control impulses. The final chapter centers on the personality and social development of the handicapped child. (DB)

FL

ED 093 146 FL 003 931
A Guide for Teachers and Librarians with Suggestions for Teaching Indian Students.

Oklahoma Curriculum Improvement Commission, Oklahoma City, Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*American Indian Culture, American Indian Languages, *American Indians, Bibliographies, Biculturalism, *Bilingual Education, Bilingual Students, Cultural Differences, Educational Programs, Educational Resources, Librarians, Library Programs, *Resource Guides, Resource Materials, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Oklahoma

Prepared by a committee of the Oklahoma Curriculum Improvement Commission, this resource booklet is designed for teachers and librarians who work with Indian students. In chapter 1, the emphasis is on helping the teacher understand the Indian, his problems, his culture, and his past. A list of Indian customs and beliefs, contrasted with those of the non-Indians is included. Chapter 2 is devoted to a description of Indian contributions to our society. The responsibility of the school librarian toward the Indian student is treated in the third chapter. Suggestions are given with a view to helping the librarian start and maintain an active working relationship with the principal and faculty in supporting the Indian student's needs. In the final chapter, practices in Indian education and resources available in the public schools of Oklahoma are described. The Johnson-O'Malley Program, a federally funded contract between the Oklahoma Department of Education and the Bureau of Indian Affairs, is summarized. The guide concludes with a selected bibliography of books, pamphlets, and audiovisual aids pertaining to the education of Indians. (PM)

ED 093 147 FL 004 369
 Yang, In-Seok

Korean Syntax: Case Markers, Delimiters, Complementization, and Relativization. Working Papers in Linguistics, Volume 4, Number 6.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date May 72

Note—305p.; Ph.D. Dissertation, University of Hawaii

EDRS Price MF-\$0.75 HC-\$15.00 PLUS

POSTAGE

Descriptors—Case (Grammar), Deep Structure, *Generative Grammar, *Korean, Surface Structure, *Syntax, Transformations (Language), Transformation Theory (Language)

This generative grammar of Korean analyzes the syntactic aspects of case markers, delimiters, complementation, and relativization. C. J. Fillmore's case grammar is adopted as the overall framework. Case markers and delimiters are seen to interact in two ways: one is obligatory deletion of the nominative and accusative markers before any delimiter, and the other is permutation of certain case markers with certain delimiters. It is explained, by means of constituent structure rules and transformations, how cases are realized on the surface, how case markers are multiplied, how they alternate from one and the same case, how they are deleted, and how to introduce delimiters into a grammar of Korean. Complementation is divided into verbal and nominal complementation. Compound verbs, one of the distinguishing characteristics of Korean syntax, are derived by the process of verbal compounding, which in turn is based on complementation. Equi-subject and non-equi-subject constraints are investigated, with special attention being given to verbs of self-judgment. Relativization is examined through the analysis of the underlying differences between certain superficially similar constructions and relativized structures. Korean relativization necessarily involves the deletion of goal, source, and comitative markers, which results in ambiguity and anomaly in the relativized structures. It is shown that specificity plays a significant role in relative clauses. (Author/PM)

ED 093 148 FL 004 372

Wilson, Helen Irene.
The Phonology and Syntax of Palauan Verb Affixes. Working Papers in Linguistics, Volume 4, Number 5.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Jul 72

Note—227p.; Ph.D. Dissertation, University of Hawaii

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Descriptive Linguistics, Form Classes (Languages), *Malayo Polynesian Languages, *Morphology (Languages), *Phonology, Semantics, Structural Analysis, *Syntax, Uncommonly Taught Languages, *Verbs
Identifiers—Palauan

Palauan is a relatively undescribed Austronesian language. This dissertation is an attempt to provide an account of the affixes which Palauan verbs can take, since there are complexities associated with almost every affix, with regard to both its phonological form and its syntactic and semantic function. In order to generalize about the verb forms, it is necessary to investigate the phonological system of the language in order to establish criteria for recognizing the same verb base in the environment of different verb bases. The underlying forms of the morphemes are discussed in chapter 2, and chapter 3 gives an outline of phonological rules mostly on the basis of evidence from the noun alternations, which are also needed for the analysis of the verbs. This is an essential preliminary for identifying the idiosyncratic phonological properties of several of the verb affixes. The affixes are discussed in chapters 4-7, grouped according to syntactic function. An attempt is made to integrate the description of the phonological processes with that of the syntactic function of the affixes, in order to achieve a consistent overall view of the phonological and syntactic phenomena relevant to Palauan verbs. (Author/LG)

ED 093 149 FL 004 377

Lipton, Gladys C., Ed. Spaar-Rauch, Virginia, Ed.

FLES: Goals and Guides. A Report by the FLES Committee of the American Association of Teachers of French.

American Association of Teachers of French.
Pub Date Nov 71

Note—76p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Cultural Awareness, *Educational Objectives, *Fles Guides, Fles Programs, *French, Instructional Materials, Language Instruction, Language Skills, Listening Skills,

Reading Skills, *Second Language Learning, Speech Skills, Teaching Techniques, Writing Skills

The FLES Committee of the American Association of Teachers of French seeks to maintain interest in FLES through the publication of an annual report on important issues in foreign language instruction in the elementary schools. In the 1971 publication, the primary considerations are goals and guides to methods and materials in FLES. William Herold and Joseph Michel discuss "Behavioral Objectives for FLES: Listening and Speaking Skills, and the Development of Cultural Awareness," encouraging teachers to have well-formulated objectives, in behavioral terms, for aural comprehension, vocabulary, spoken use, syntax, and cultural understanding. Judith Le Bovit presents "A Model for Teaching Reading and Writing Skills in FLES," based on experience in the D.C. public schools; and Gladys Lipton describes "The First National French FLES Contest." The report also provides a guide to reading in FLES which consists of annotated lists of instructional materials, compiled by Virginia Gramer; readings in French for FLES students, prepared by Eve Miller; and teacher training materials, compiled by Ruth Bennett. (LG)

ED 093 150 FL 004 381

Lipton, Gladys C., Ed. Bourque, Edward H., Ed. FLES U.S.A. Success Stories. A Report by the FLES Committee of the American Association of Teachers of French.

American Association of Teachers of French.
Pub Date Dec 72

Note—74p.; Presented at the National Convention of the AATF (New York City, December 1972)

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Elementary School Curriculum, *Fles Materials, *Fles Programs, Fles Teachers, Language Guides, *Language Instruction, Language Teachers, Program Descriptions, Second Language Learning, Teaching Guides, *Teaching Techniques

The first section of this report presents six articles describing FLES techniques. Harriet Barnett discusses the use in FLES of individualized teaching techniques that are in popular use in other subject areas. Yvonne Le Manchec encourages early second language instruction through the use of educational situations in which the child will be interested enough to participate enthusiastically. John F. Kunkle considers foreign language festivals associated with FLES activities. William R. Herold describes FLES in the bilingual program of Lafayette Parish, Louisiana. Gladys Lipton details the custom-tailored FLES program of New York City, designed to meet the specific needs of the school and district. The final article in this section is a compilation of successful activities for FLES programs selected by Evelyn Briggs and Priscilla Tarbox from the contributions of teachers. The second section of the report includes four articles suggesting methods of achieving FLES success: (1) John Kunkle combines psycholinguistic theory and language teaching to develop the concept of home school language switch; (2) Ruth L. Bennett offers suggestions as to the model FLES instructor; (3) Virginia Gramer provides guidelines for measuring FLES success; and (4) Vera de Galante presents a figurative recipe for FLES. A list of the publications of the National FLES Committee is also provided. (LG)

ED 093 151 FL 004 393

Reading at FLES Level. A Report by the FLES Committee of the American Association of Teachers of French.

American Association of Teachers of French.
Pub Date Dec 64

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Audolingual Methods, Elementary Education, *Fles, *French, Language Instruction, Programmed Instruction, *Reading Development, Reading Material Selection, Reading Skills, *Second Language Learning, Teaching Guides, *Teaching Techniques, Vocabulary Development

This report characterizes the reading experience which develops as the outgrowth and

normal extension of a sound audiolingual FLES program. General teaching procedures and techniques are described. The reading process exists in three stages: the prereading phase, the initial reading stage, and the real reading stage. The length of the prereading phase, that of audiolingual language instruction, must be determined on the basis of the foreign language experience of the student and his stage of development in acquiring the skills of reading in his own language. This phase is followed by the initial reading experience, which consists of reading the structures already learned in spoken usage. The reading skills acquired in the first stage are extended, polished, and applied in the second, which is the real reading stage. This stage consists of the abstraction of meaning from the printed symbol, and can be implemented by teacher-directed silent reading, which is followed by supplementary reading of texts with controlled content. To further develop reading instruction methodology, the FLES specialist and reading specialist should share a common concern in providing sequential programs, and thus should work together in preparing techniques and materials for programmed instruction. (LG)

ED 093 152 FL 004 745

Higa, Masanori
Towards Contrastive Sociolinguistics. Working Papers in Linguistics, Vol. 3, No. 4.

Hawaii Univ., Honolulu. Dept. of Pacific Languages.
Pub Date Apr 71

Note—9p.; Paper presented at the Pacific Conference on Contrastive Linguistics and Language Universals (Honolulu, Hawaii, January 1971)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Contrastive Linguistics, English, Japanese, Language Instruction, Language Patterns, *Linguistic Theory, *Second Language Learning, Social Relations, *Sociolinguistics

A new dimension may be added to the study and teaching of a second language by the development of contrastive sociolinguistics. Sociolinguistics is defined here as the study of how a person relates to another person in terms of language, and is concerned with relational utterances rather than factual statements. Relational utterances are those that assume the existence of a listener, to whom the speaker is relating himself. Such utterances vary in tone and style, depending on the variables of sex, age, status, and familiarity. These variables make it socially, not linguistically, obligatory for certain relational utterances to be selected over others. The necessity of teaching the differences in relational utterances is illustrated in the case of the Japanese, who cannot comfortably use English imperatives or invectives because of the social restraint on such usage in Japanese. In addition to the contrastive difficulties between languages, factual statements and relational utterances vary grammatically within one language. Learning one type of utterance does not guarantee knowledge of the other; both must be taught if the student is to be able to generate both. (LG)

ED 093 153 FL 004 856

Le Page, R. B.

The Concept of Competence in a Creole/Contact Situation. York Papers in Linguistics, Number 3.

York Univ. (England). Language Teaching Centre.
Pub Date Mar 73

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Child Language, *Creoles, English, Language Development, *Language Research, *Language Role, *Language Usage, *Oral Communication, Second Language Learning, Social Dialects, Spanish, Verbal Ability
Identifiers—Guatemala

The purpose of this research was to frame a hypothesis accounting for the observed behavior of particular children in a contact language area, in an attempt to understand their linguistic learning processes. The community involved was the township of Benque Viejo at the Guatemalan frontier, and the four informants, aged 10-13, spoke varying mixtures of Spanish, English, and Creole. The questions asked were: (1) What is the linguistic character of the community? (2)

What is the nature of the children's competence, and in what sense is it a "knowledge" of the language of the community? Individuals were seen to create their own competence norms, competence being their knowledge of the available code. In the analysis of the children's renditions of "The Three Little Pigs," their individual codes were marked by particular expressions of hispanization, such as the dropping of the final -z, creole-ness, such as nasalizations, and r-colorations, which illustrated the extent of their "book-learning." For these children, there is no single internalized linguistic system; rather, they weigh their chances of being accepted in one role or another and create for themselves the linguistic stereotypes of those roles. (LG)

ED 093 154 FL 004 894

Denoue, François. Hall, R. A., Jr.

Spoken French: Book One.

Pub Date 73

Note—215p.

Available from—Spoken Language Services, Inc.,

P.O. Box 783, Ithaca, New York 14850

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Audiovisual Aids, *Foreign Language Books, *French, *Independent Study, *Language Guides, *Language Instruction, *Language Records (Phonograph), *Pronunciation Instruction, *Second Language Learning, *Textbooks, *Word Lists

This textbook offers a course in French designed for those who need to make themselves understood on ordinary topics in French and cannot devote years of study to the language. It is a self-instructional course, but it is designed to be used with a native French speaker as a guide or, if no native speaker is available, with recordings that are available from the publisher. The text is divided into two major parts, each containing five learning units plus one unit for review. Each unit contains four sections: (1) basic sentences, (2) word study and review of basic sentences, (3) listening comprehension, and (4) conversation exercises. A key to the exercises and tests is also included. (LG)

ED 093 155 FL 004 947

O'Hern, Edna M.

A Phonological Analysis of the Language of Five Black Pre-School Children of Low Socio-Economic Status in Washington, D.C.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Child Language, *Ethnic Studies, *Language Development, *Language Patterns, *Language Research, *Language Usage, *Negro Dialects, *Phonemes, *Preschool Children, *Sociolinguistics, *Urban Language

This study describes the segmental phonemes of five 4-year-old speakers of Black English, and analyzes both their language development and their characteristics. The study group of Negro children, born and living in Washington, D.C., came from homes that met two of three specified criteria based on the mother's education and family income. The interviews were tape-recorded within a 6-month period after each child had reached his fourth birthday. During the interview, language data was elicited by structuring the 30-45 minute sessions into four productive parts. The results demonstrated that the phonemic system of these children was distinctive. While almost all phonemes were dominated by the conventional Standard English allophones, the presence of unconventional allophones was so pervasive as to effect a markedly nonstandard English dialect, which included both childish and Southern characteristics, as well as others whose identity was not so easily established. The childish patterns included marked instability in the consonant allophones and the presence of "babytalk" patterns. Two of the four Southern patterns were: (1) Southern allophones in the vowel phoneme /r/ in the final position. The other patterns included pervasive consonant omission in final and medial positions. (Author/LG)

ED 093 156 FL 005 100

Saville-Troike, Muriel, Ed.

Classroom Practices in ESL and Bilingual Education. Volume 1.

Teachers of English to Speakers of Other Languages.

Pub Date May 73

Note—82p.; Pages 41-46 of the document were previously announced as ED 012 439. They are not included in the pagination

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, *Bilingual Education, *Bilingual Students, *Classroom Games, *English (Second Language), *Language Instruction, *Reading Instruction, *Second Language Learning, *Student Motivation, *Teaching Methods

This publication is the first in a series planned to acquaint classroom teachers with successful methods and materials being used in TESOL and bilingual contexts. M. Saville-Troike illustrates several types of conflict which may occur in elementary classrooms when teachers do not understand the nature of the linguistic and cultural diversity of their students. G. M. Blanco and C. F. Gregory explain the rationale behind their curriculum bulletin "Español para alumnos hispanohablantes." Several dialogue situations are discussed by A. S. Hayes and D. H. Anisman as examples of how failures in communication between teacher and student can occur. C. W. Kreidler suggests ways to improve the teaching of reading when English is a second language. Practical ways to use visual aids in teaching meaning and culture are suggested by C. J. Kreidler, and the teaching of composition is discussed in articles by M. Finocchiaro and E. Elmer. R. P. Klebaner speaks of adapting the entire school curriculum to different levels of English competence. Various methods used to stimulate student interest are described by C. Eisman, B. Matthies and J. Horan. C. Begay illustrates how cultural content can be included in a bilingual education program. The volume concludes with a selection of French games developed by the bilingual program in Lafayette, Louisiana. (PM)

ED 093 157 FL 005 201

Thomas, Ceinwen H.

Some Phonological Aspects of Some Welsh Dialects of South-East Wales.

Pub Date 74

Note—36p.; Article to appear in "Studia Celtica"; v9 1975

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Consonants, *Descriptive Linguistics, *Dialect Studies, *Distinctive Features, *Geographic Distribution, *Language Patterns, *Phonetics, *Phonology, *Regional Dialects, *Tables (Data), *Vowels

Identifiers—*Wales, *Welsh

Ongoing research conducted by the Welsh Language Research Unit of Cardiff, Wales is described. This research has concentrated mainly on recording and describing the phonology of some varieties of Welsh spoken in South-East Wales, particularly as it is associated with geographic areas and affected by population changes resulting from industrial development. The phonology of the dialects under study is compared and described in some detail. Tables illustrating the dialectal variations are included, as is a list of unpublished dissertations from the University of Wales on which the present work was based. (PM)

ED 093 158 FL 005 329

Foreign Curriculum Consultant Program for American Schools, Colleges, and State Departments of Education: 1974-75.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-73-19502

Pub Date 73

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01230 \$30.30 domestic postpaid)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Area Studies, *Consultants, *Curriculum Development, *Exchange Programs, *Guides, *Intercultural Programs, *International Education, *International Programs, *Material Development, *Second Language Learning. The Foreign Curriculum Consultant Program enables selected U.S. educational institutions and organizations to bring specialists from other

countries to the United States to assist in planning and developing curriculums in foreign language and area studies. The current program priorities described here indicate which areas are likely to receive grants. The eligibility requirements are categorized according to institution and consultant. The four administering bodies of the program are the Board of Foreign Scholarships, the Institute of International Studies (IIS), American diplomatic missions and binational commissions, and the participating institution. The costs of the consultant's transportation and maintenance, and other specified expenses, are shared by the Office of Education and the grantee institution. Application instructions, including the criteria by which projects will be evaluated and a format for the budget estimate, are included. Additional programs in international studies are described. (LG)

ED 093 159 FL 005 395

English for Speakers of Other Languages. A Bibliography.

British Council, London (England). English Teaching Information Centre.

Pub Date Nov 73

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, *Course Descriptions, *Diachronic Linguistics, *English (Second Language), *English Literature, *Grammar, *History, *Instructional Materials, *Language Instruction, *Language Tests, *Linguistics, *Phonetics, *Second Language Learning. Identifiers—England

This annotated bibliography is divided into fourteen sections: (1) reference books and dictionaries, (2) linguistics, (3) English grammar, (4) vocabulary, (5) language learning and teaching, (6) aids to learning, (7) testing, (8) spoken English, (9) reading, (10) writing, (11) general courses, (12) English for special purposes, (13) literature, and (14) background studies. Prices are given in British currency for all items. Most of the entries focus primarily on British English, particularly those in the section on phonetics. The section describing general courses is extensive, each annotation indicating the student population for which the particular course was designed. Section 12 deals primarily with materials for teaching scientific English, and the final section consists mainly of entries concerning British history and English language history. (PM)

ED 093 160 FL 005 461

Grobsmith, Elizabeth S.

Nonverbal Modes of Learning: Dakota Sign Language and Gesture Communication.

Pub Date 73

Note—16p.; Paper presented at the Annual Meeting of the American Anthropological Association (72nd, New Orleans, Louisiana, November 28-December 2, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*American Indian Languages, *Classroom Communication, *Literacy, *Nonverbal Communication, *Nonverbal Learning, *Parainguistics, *Response Mode, *Sign Language, *Sociolinguistics

Identifiers—*Lakota

Sociolinguistic data regarding code selection and nonverbal modes of learning are examined in the gesture communication system of the (Oglala and Brule) Sioux. Sign language is viewed as an extra-linguistic mode of communication currently in use in Indian classrooms. It is one alternative to literacy as a means of communication; however, this is not to suggest that sign language be adopted in place of literacy for formal education. Analysis of contextual uses of sign language suggests that some nonverbal learning may enhance classroom participation and, in some situations, have more cultural salience than literacy. Sign language represents an example of a code which may be selected from the communicative repertoire of the community. Since sign language usage depends on an internalization of the verbal categories, the internal structure and syntax is maintained despite the transferal to nonverbal grammar. Furthermore, its use is nonrandom; it is definitely patterned and subject to social constraints and sociolinguistic pressures. (Author/LG)

ED 093 161

FL 005 493

Hutson, Barbara A.
How Abstract Is a Young Child's Knowledge of Syntax?

Pub Date Aug 73

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Abstraction Levels, Abstract Reasoning, *Child Language, Cognitive Processes, Comprehension Development, *Language Development, Learning Processes, Nucleation (Language Learning), Psycholinguistics, Semantics, *Syntax

Early childhood learning of language has led some to postulate innate knowledge of an abstract symbolic linguistic system. However, if the child's abstract understanding initially requires concrete support in the form of agreement of the message with his nonlinguistic experience, the indication would be that the development of syntactic comprehension does not derive from genetic prewiring. Rather it indicates that syntactic comprehension develops through concrete experiences from which abstractions are only gradually derived by the child. In order to test abstract knowledge, which requires the removal of concrete sources of support for comprehension, probable and improbable active and passive sentences were presented to 120 three- and four-year-olds. The results showed that age, syntactic voice, semantic probability, and the interaction of voice and probability had significant effects. Passive voice still required support from semantic features. Syntactic concepts apparently mature from concrete understanding to abstract knowledge, in the same manner as other aspects of cognitive development. (Author/LG)

ED 093 162

FL 005 703

James, C. Vaughn Rouve, Sonia
Survey of Curricula and Performance in Modern Languages, 1971-72.

Centre for Information on Language Teaching, London (England); Sussex Univ. (England). Centre for Educational Technology.

Spons Agency—Department of Education and Science, London (England); Scottish Education Dept., Edinburgh.

Pub Date 73

Note—211p.

Available from—Centre for Information on Language Teaching and Research, State House, 63 High Holborn, London WC1R 4TN (3 pounds, 50 pence)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—College Language Programs, *Curriculum Evaluation, Language Instruction, Language Programs, Linguistic Performance, *Modern Language Curriculum, *National Surveys, Performance Criteria, Secondary Schools, *Second Language Learning

This survey is a result of the decision of the British Department of Education and Science to provide a long-term forecast of national needs in modern languages. The overall aims of the project were to describe levels of teaching and standards of achievement in French, German, Italian, Russian, and Spanish in terms of (1) what is required for various occupations and professions, and (2) what is at present provided by the educational system in Britain. The text includes: (1) an analytical contents table of the whole survey; (2) the theoretical bases of the survey, which incorporates sections on problems of language performance, language skills, language contexts, language functions, a five-stage curriculum analysis model, and a description of the need for further research; (3) an analysis of approximately 40 modern language syllabuses, from seven institutions from practical language courses for industry and commerce; (4) an outlined listing of the various secondary schools with specific explanations of their curricula; (5) an outlined listing of programs in institutions of higher education. In addition four appendices provide information on residence abroad, language tests and enrollment statistics. (LG)

ED 093 163

FL 005 782

1974 TESOL Convention of Teachers of English to Speakers of Other Languages, Denver, Colorado, March 5-10, 1974. Final Report of 1973 Defense Language Institute Master Lecture Series on TESOL.

Pub Date Mar 74

Note—9p.; Complete versions of lecture series papers appear in December 1973 "TESOL Quarterly"

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Communication Skills, *Conference Reports, Dictionaries, *English (Second Language), Language Tests, Linguistics, Psycholinguistics, Reading Instruction, *Second Language Learning, Structural Analysis, *Teaching Methods

Six lectures presented by TESOL experts for the 1973 Annual Defense Language Institute are summarized and discussed here. The first paper, by John B. Carroll, "Some Suggestions from a Psycholinguist," concerns the relationship between learning and memory. Albert H. Marckwardt, in "The Dictionary as an English Teaching Resource," recommends the dictionary as a teacher resource for providing information about language. Archibald A. Hill, in "A Hierarchy of Drills," reconsiders some of the major structuralist assumptions about language, providing some additional techniques for the teacher. Muriel Saville-Troike, in "Reading and the Audio-Lingual Method," points out that the audiolingual method did not easily lend itself to the teaching of reading, and because reading cannot be separated from second language learning, extensive suggestions for the teaching of reading are provided. Rebecca M. Valette, in "Developing and Evaluating Communication Skills in the Classroom," clarifies the relation of testing to instructional objectives by exploring the ways of teaching and testing communication skills in the four modes—speaking, writing, listening, and reading. Betty Wallace Robinett, in "The Application of Linguistics to TESOL: Once More," recommends and demonstrates a rapprochement between linguistics and TESOL in which the teacher is the middleman, whose primary resource is the knowledge of how English functions. (LG)

ED 093 164

FL 005 801

Davies, Norman F. Allen, John R.
System. A Newsletter for Educational Technology and Language Learning Systems. VOL. 2, No. 1.

Linköping Univ. (Sweden). Dept. of Language and Literature.

Pub Date Jan 74

Note—79p.; Articles are in English, French, and German

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Computer Assisted Instruction, *Educational Technology, Language Instruction, *Language Laboratories, Magnetic Tape Cassettes, *Newsletters, *Second Language Learning, Tape Recordings, Teacher Education, Teaching Methods

This issue begins with a description by R. Arief of a computer-assisted system for teaching French. Called Programmed Logic for Automated Teaching Operations (PLATO IV), the system is in use at the University of Illinois. The remainder of the issue is devoted mainly to the language laboratory and the cassette recorder. These articles deal with the following topics: (1) the purpose of the language laboratory (W. A. Bennett), (2) the case against conventional language labs (J. Allen), (3) reel-to-reel labs (L. E. Blomquist), (4) language lab use at the university level (H. Balcaen), (5) teacher training with respect to the language lab (A. Andersson), (6) the importance of integrating language laboratory programs into classroom activity (L. Schiffer), and (7) an English teaching method developed at the German Institute for Distance Teaching (H. Maier and B. Strecker). An extensive annotated bibliography of works dealing chiefly with the language laboratory is provided. Synopses of work in progress at some English universities, a calendar of professional meetings in 1974, and a list of newsletters received by "System" conclude the newsletter. (PM)

ED 093 165

FL 005 818

Bending, H. B.
Motivation for English in an Examination-Gear School System.

Pub Date Jan 74

Note—6p.; Paper presented at the Annual Conference of the International Association of Teachers of English as a Foreign Language (7th, January 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Arabic, College Language Programs, Curriculum Evaluation, Curriculum Planning, Educational Innovation, *English (Second Language), English Curriculum, *English for Special Purposes, English Programs, Higher Education, *Language Instruction, Language Proficiency, Secondary Schools, *Student Motivation, Teacher Shortage

Identifiers—*Egypt

In the Egyptian school system, English is required of all students beginning in the seventh year of study. However, few master the language well enough to handle it at the university level, where it is the medium of instruction in all subject areas. At the secondary level, students are highly motivated in sciences and mathematics, since their examination scores in these subjects will largely determine their academic future, but they can see no immediate reason for a diligent study of English or of any other foreign language. An entirely different approach to the study and use of English should be taken. English should not be required but should be optional, resulting in a smaller program of higher quality with motivated students. Motivation could be improved by training teachers in such concepts as Service English, English for Special purposes, and English as a Library Language. Arabic should then replace English as the language of instruction in the universities, but students who choose to do so should be able to study English for a specific purpose. These changes would increase motivation for the study of English and would eliminate the problem of many students who have found their advanced work to be dependent on their English proficiency. (PM)

ED 093 166

FL 006 072

Shay, Roger W.

What Is the Study of Variation Useful For?

Pub Date Oct 73

Note—20p.; Paper presented at the New Ways of Analyzing Variation in English Conference (2nd, Washington, D.C., October 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Educational Planning, *Instructional Innovation, *Language Arts, Language Instruction, *Language Styles, Reading Instruction, *Sociolinguistics, Speech Instruction, Teaching Techniques, Writing Skills

The study of language variation has brought linguists closer to some of the problems which concern our schools, namely, the teaching of reading, writing, and speaking. Through variability studies, answers can be found to questions about how to delimit styles, how to effect acceptability in school writing and talking, how to appreciate the dynamics of variation in the language of others, how to sequence language materials, how people set themselves off from each other through language, or how subtle variation between spoken and written language forms can cause problems in composition and reading. Information about language variation may be used to help rethink the education of teachers, the development of instructional materials and techniques, and the building of educational programs of various sorts. Linguists must try to gain influence within the field of education if they want to participate in effective educational planning. Three plans are suggested by which linguists can work for change from within the existing education system: (1) infiltration, (2) the jealousy motif, and (3) management control. The study of variation will also help to broaden the training programs of linguistics students, thereby providing them with more versatility as they approach the job market. (Author/PM)

ED 093 167

FL 006 086

Ingram, David, Ed.

Child Language Newsletter. Vol. 1, No. 1.
Center for Applied Linguistics, Washington, D.C.

Pub Date May 74

Note—16p.; Subsequent issues will appear twice a year as part of the "Linguistic Reporter" Available from—"Linguistic Reporter," Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$2.50 per year)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Child Language, *Cognitive Development, Communication Skills, Language

Ability, *Language Development, Language Learning Levels, Language Proficiency, *Newsletters, *Psycholinguistics

The purpose of this newsletter is to report current activities concerning the study of child language. Each issue will offer reports of ongoing research, announcements of upcoming meetings and conferences and reports on those recently held, and news of recent publications concerning language acquisition. This issue's research report is "Child Language Research in Japan: Part I" by Fred C. C. Peng, which describes a study conducted by Taro Takahasi and Ai Okubo on the development of communicational function in the course of sentence formation. The reports of meetings and conferences in this issue include the following: the International Congress of Anthropological and Ethnological Sciences, the Child Language Papers at the Linguistic Society of America, the Child Language Research Forum, the British Association of Applied Linguistics, and the Chicago Linguistic Society. The publications annotated are: "Journal of Child Language," "Child Language Newsletter," "Papers and Reports on Child Language," "Child Language Development," and "Child Language Resume," as well as selected book notices. In addition, the newsletter describes the developing program on language learning at the University of Washington and a summer program in child phonology at Stanford University. (LG)

ED 093 168 FL 006 121

Lebowitz, Arnold H.
Language as a Means of Social Control: The United States Experience.
Pub Date Aug 74

Note—64p.; Paper prepared for the Annual Meeting of the World Congress of Sociology (8th, Toronto, Ontario, August 1974)

EDRS Price MF\$0.75 HC\$3.15 PLUS POSTAGE

Descriptors—Bilingual Education, Bilingualism, *Discriminatory Legislation, Ethnic Status, *Language Planning, Language Role, Minority Role, *Official Languages, *Political Influences, Public Policy, Racial Discrimination, Social Discrimination, Sociocultural Patterns, *Socioeconomic Influences, Sociolinguistics

Language is defined here as a means of social control, a viewpoint by which language restrictions can be seen as a method of discriminating against speakers of minority languages. A government designates an official language to restrict access to economic and political power. This view of language is substantiated by an analysis of the United States' experience with official language designation in three areas: the school systems, in which English has been required; the political institutions, which require voting and naturalization processes in English; and economic life, in which many occupations have been open only to citizens. The patterns have been similar, in that they were affected by three historical trends: the initial period of relative tolerance toward the use of other languages (1780-1880), active development and support of English language qualifications in order to exclude (1880 through World War II), and then active questioning and reversal of these official actions. In general, language control has been evidenced in the language restrictions imposed legislatively when an ethnic group was viewed as irreconcilably alien to a prevailing concept of American culture. (LG)

ED 093 169 95 FL 006 130

Hardman-de-Bautista, M. J. And Others
Aymara Ar Yatiqanataki (For Learning Aymara Language). Student Textbook. Volume 1, Aymara Language Project. Final Report.
Florida Univ., Gainesville. Center for Latin American Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-9-7758

Pub Date Jun 73
Contract—OEC-0-9-097758-4097

Note—487p.; For related documents, see FL 006 131-133; Document may reproduce poorly due to quality of original copy

Available from—Library, University of Florida, Gainesville, Florida 32611

EDRS Price MF\$0.90 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*American Indian Languages, *Aymara, Cultural Awareness, Glossaries,

Grammar, Instructional Materials, Language Instruction, *Language Research, Second Language Learning, Textbooks, *Uncommonly Taught Languages

Identifiers—*Bolivia, National Defense Education Act Title VI, NDEA Title VI, Peru

The student manual contains no grammatical explanation or other commentary. The Aymara material is presented in a pedagogical manner for ease in reading the dialogues and reviews and for structural clarity in the exercises. The translations are provided in both Spanish and English, making the volume ready for use with students whose first language is either Spanish or English. The materials are designed for a minimum of 300 contact hours plus 600 outside hours, or a total of 900 hours of study. This is equivalent to 20 semester hours at the university level. (Author/LG)

ED 093 170 FL 006 131

Hardman-de-Bautista, M. J. And Others
Aymara Ar Yatiqanataki (For Learning Aymara Language). Teacher's Manual. Volume 2, Aymara Language Project. Final Report.
Florida Univ., Gainesville. Center for Latin American Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7758
Pub Date Jun 73

Contract—OEC-0-9-097758-4097

Note—348p.; For related documents, see FL 006 130-133; Document may reproduce poorly due to quality of original copy

Available from—Library, University of Florida, Gainesville, Florida 32611

EDRS Price MF\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*American Indian Languages, *Aymara, Cultural Awareness, Glossaries, Grammar, Instructional Materials, Language Instruction, *Language Research, Second Language Learning, Textbooks, *Uncommonly Taught Languages

Identifiers—*Bolivia, National Defense Education Act Title VI, NDEA Title VI, Peru

The teacher's manual for the Aymara materials includes: phonology exercises, for use in improving pronunciation when needed; indexes of all volumes, including cross-indexes; grammatical, pedagogical, and cultural notes for each unit; supplementary exercises, concentrating on verb forms and material essential to the mastery of these forms; answer sheets for the review section of each unit; answer sheets for the periodic examinations; and additional visual aids for use throughout the texts, but primarily in the early units. Because the first volume is a purely pedagogical presentation of Aymara, the second volume contains a great deal of the material normally included in a beginning textbook, and is therefore essential to the course. (Author/LG)

ED 093 171 95 FL 006 132

Hardman-de-Bautista, M. J. And Others
Aymara Grammatical Sketch to Be Used with Aymara Ar Yatiqanataki (For Learning Aymara Language). Volume 3, Aymara Language Project. Final Report.
Florida Univ., Gainesville. Center for Latin American Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7758

Pub Date Jun 73
Contract—OEC-0-9-097758-4097

Note—423p.; For related documents, see FL 006 130-133; Document may reproduce poorly due to quality of original copy

Available from—Library, University of Florida, Gainesville, Florida 32611

EDRS Price MF\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*American Indian Languages, *Aymara, Cultural Awareness, Glossaries, Grammar, Instructional Materials, Language Instruction, *Language Research, Second Language Learning, Textbooks, *Uncommonly Taught Languages

Identifiers—*Bolivia, National Defense Education Act Title VI, NDEA Title VI, Peru

This volume is basically a reference grammar and may stand on its own apart from the teaching materials. The three volumes are cross-indexed according to the grammatical descriptions of the third volume. Grammatical descriptions are there-

fore almost entirely absent from the first two volumes, and persons interested in the description of the forms they are learning will find it necessary to consult this third volume. The general structure of the Aymara language is described, followed by specific chapters on the phonology, verbal derivational system, verbal inflectional system, substantive morphology, and brief chapters on the independent suffixes, the sentence suffixes, and the syntax. (Author/LG)

ED 093 172 95 FL 006 133

Hardman-de-Bautista, M. J. And Others
Aymara Language Project: Basic Research for Description of Language; Aymara Glossary; Preparation of Materials. Final Report.
Florida Univ., Gainesville. Center for Latin American Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7758

Pub Date Apr 74
Contract—OEC-0-9-097758-4097

Note—8p.; For related documents, see FL 006 130-132

EDRS Price MF\$0.75 HC\$1.50 PLUS POSTAGE

Descriptors—*American Indian Languages, *Aymara, Cultural Awareness, Glossaries, Grammar, Instructional Materials, Language Instruction, *Language Research, Second Language Learning, Textbooks, *Uncommonly Taught Languages

Identifiers—*Bolivia, National Defense Education Act Title VI, NDEA Title VI, Peru

Although Aymara is the native language of more than one million people, there has been up to now very little material available in Aymara. The Aymara Language Materials Project, begun formally in 1969, has concentrated on providing simultaneously a culturally accurate set of materials for learning the Aymara language and an introduction to the Aymara culture for use among students anywhere in the world who are interested in learning the language and culture of the Aymara. The materials developed consist of: 1) three volumes of printed materials - a student textbook, teacher's manual, and grammatical sketch, or reference grammar; 2) 70 hours of tapes to accompany the printed materials; and 3) a computer print-out concordance glossary. All these materials have been tested in courses given at the University of Florida and have been corrected and modified accordingly. However, since research in the language continues, there will be continual updates, particularly of Volume III. The tapes are available from the Department of Linguistics at the University of Pittsburgh at a cost of approximately \$60.00. The glossary is available from the Center for Latin American Studies at the University of Florida at Gainesville for approximately \$15.00. (Author/KM)

ED 093 173 FL 006 142

Fidelholtz, James L., Ed.
Conference on American Indian Languages
Clearinghouse Newsletter. Vol. 2, No. 2.
Center for Applied Linguistics, Washington, D.C.
Pub Date Apr 74

Note—21p.
EDRS Price MF\$0.75 HC\$1.50 PLUS POSTAGE

Descriptors—*American Indian Culture, *American Indian Languages, *Bilingual Education, Educational Legislation, Language Instruction, *Language Research, Linguistics, Program Development, Second Language Learning

With this issue, the Center for Applied Linguistics takes over the preparation, publishing, and mailing of this newsletter. A report is given on the first year's activities of the Alaska Native Language Center of the University of Alaska, which is involved in developing and disseminating literacy materials and native literature, designing bilingual teacher training programs, and initiating other native language projects. This issue also describes several projects in progress, including the Shoshoni Language Project of the University of Utah, the Wisconsin Native American Languages Project funded through the Great Lakes Inter-Tribal Council, the British Columbia Indian Language Project, and the "Project for the Amerindianization of the Schools—First 5 Year Plan" from Village des Hurons, Quebec. In addition there is a list of current projects and directors of American Indian and Eskimo Projects funded during 1973 under the Bilingual

Education Act. Excerpts from the "Siouan Newsletter," "The Linguistic Reporter," and "Early American: Newsletter of the California Indian Education Association," are included. This issue also contains an annotated list of books dealing with such languages as Cree, Mohawk, Cherokee, Navajo, and Kayukon Athapaskan. (LG)

ED 093 174 FL 006 145
Wolfgram, Walt

A Note on Fluctuating Variants and the Status of Vernacular Black English.

Pub Date Dec 73

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Descriptive Linguistics, Dialect Studies, English, Language Styles, *Negro Dialects, Nonstandard Dialects, Social Dialects, *Sociolinguistics, Standard Spoken Usage

One of the most significant problems that linguists face in their attempts to describe Vernacular Black English (VBE) is the matter of fluctuating forms. It is consistently observed that speakers appear to fluctuate between a socially stigmatized variant and its presumed nonstigmatized counterpart. Fluctuations in VBE have often been viewed as a type of code-switching. From this perspective, the fluctuating variants are assigned to different systems or subsystems within a speaker's linguistic repertoire, and he simply shifts from one to another in response to some stylistic, situational, or other functional shift. Variation has been observed, however, when the extralinguistic context remains constant, and such variation cannot be classified as code-switching. Much fluctuation in VBE, then, is best described as inherently variable rather than code-switching. This means that both of the fluctuating forms are an inherent part of a unitary system. In terms of descriptions of VBE, the code-switching concept leads to a distorted view of what the dialect is actually like, because VBE is seen to be more different from Standard English than it actually is. What is needed is a grammar which can account for variability beyond traditional rule optionality. (Author/PM)

ED 093 175 FL 006 150

Pimsleur, Paul And Others

Modality Endowment in Foreign Language Learning. Final Report.

State Univ. of New York, Albany.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—20-6052A

Pub Date Jun 74

Contract—OEC-0-713633(823)

Note—69p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Attitude Tests, *Audiolingual Methods, *Audiovisual Instruction, *Language Instruction, *Language Tests, Secondary Grades, Second Language Learning, Student Attitudes, Teaching Methods

This project was designed to develop a test of modality (eye/ear) endowment and to determine the significance of this factor in foreign language instruction. Subjects were junior and senior high school students enrolled in French and Spanish classes. In phases 1 and 2 the Modality Endowment Battery of tests (MEB) was constructed and shown to have high reliability. Phase 3 was designed to determine its concurrent and predictive validity. Results were interpreted as generally supportive in the concurrent validity study. The predictive validity study was intended to determine whether auditory students (as measured by the MEB) learn better in classes where the teacher uses auditory methods, and visual students in classes where visual methods are used. Since no teachers were found who used highly visual methods, no such comparison was made. In the 13 classes tested, in all of which highly auditory or mixed audiovisual methods were used, no significant connection was found between students' modality endowment and their foreign language achievement. Phase 4 tested modality endowment in relation to various indicators of the attitude and achievement of foreign language learners. Several hypotheses were tested, and little relationship was found to exist. The conclusion made was that, despite many students' belief that they learn better through one modality or the other, this factor is not a significant influence in foreign language learning. (Author/PM)

ED 093 176

Troike, Rudolph C.

Statement on Linguistic Concerns in Bilingual Education.

Center for Applied Linguistics, Washington, D.C.

Pub Date 31 Jan 74

Note—5p.; Paper presented to the National Advisory Committee on the Education of Bilingual Children (January 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Anthropology, Biculturalism, *Bilingual Education, Bilingual Teachers, Cultural Factors, *English (Second Language), Language Instruction, *Linguistics, Native Speakers, Teacher Education, *Teacher Qualifications

Bilingual education involves the use of two languages as mediums of instruction. The particular goals of a bilingual education program often determine the type of program established. The two polar types of program models are: (1) that in which the native language is used only as an oral medium until the national language can be learned, and (2) that in which a full range of skills is developed for both languages. At present there is little research data available to answer many of the questions concerning bilingual education, but it does appear that cultural and socioeconomic factors may play a larger part than native language in students' academic success. Questions relating to the use of the two languages in programs also involve matters of staffing, teacher training, and certification. It must be remembered that a person does not qualify to teach merely because he speaks a particular language. Linguists and anthropologists should play a larger role in organizing bilingual education programs, developing materials, and training teachers. Bilingual education is not simply teaching English as a second language, but a more inclusive concept which insures for all of our children the opportunity to participate fully in the benefits of American life without having to sacrifice part of themselves to do it. (Author/PM)

ED 093 177

Harkins, Judith S.

An Analysis of the Effect of the Yuk Dialect Instruction Program Upon Student Self Concept, Student Achievement, and Parent-School Rapport. Final Report.

Alaska Univ., Anchorage.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-J-037

Pub Date Sep 73

Contract—OEC-X-72-0022(057)

Note—210p.; Some pages may reproduce poorly due to quality of original document

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*American Indian Languages, *Bilingual Education, Bilingualism, Dialect Studies, *Eskimos, Language Instruction, Language Role, Parent School Relationship, *Program Evaluation, Reading Achievement, Self Concept

Three million children being schooled in the educational system of America are expected to forego the use of their native language while in the school environs and accept English as the mode of communication. To assess the effect of mode of language instruction on the student's concept of self as well as student achievement in reading, the following research was conducted. Suspecting that non-English-speaking parents are also affected by the school, a third measure was made of parent-school relationships. The research involved four village schools in the Kuskokwim district of Alaska having the Eskimo dialect of Yuk as their vernacular. Two served as subjects. Treatment was the Yuk Instructional Program, wherein Yuk was used as the primary language of instruction. The results were as follows: (1) control schools were significantly more advanced in reading as measured by the SRA Achievement Series; (2) treatment schools evidenced significantly greater concept of self on 6 of the 14 sections of the Yuk Modified Tennessee Self Concept Test; and (3) total rapport of treatment school parents with the school was significantly more positive as measured by a Parent Opinionnaire. (Author)

FL 006 153

ED 093 178

Oskarsson, Mats

Monolingual and Bilingual Vocabulary Learning: An Empirical Investigation.

Pub Date Apr 74

Note—7p.; Paper presented at the Joint T.I.T./IATEFL Conference (Budapest, Hungary, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Achievement Gains, *Bilingual Education, Educational Experiments, *English (Second Language), *Glossaries, Language Instruction, *Language Research, Second Language Learning, Tables (Data), Teaching Methods, Test Results, *Vocabulary Development

An investigation which attempted to determine the relative effectiveness of monolingual and bilingual glossaries in teaching foreign language vocabulary to adults is described. Eight matched groups of students (four each in two separate experiments) were taught new English words according to two different principles. In half the groups, the meaning of the words was explained in the target language, English (monolingual glossaries), while the other groups were taught the meaning of the words by using the native language equivalents (bilingual glossaries). Two sessions were conducted for each group. Half the groups were taught monolingually in the first session and bilingually in the second; the other half received the reverse treatment. The only variables in the experiments were the glossaries. The results proved to be consistently in favor of the bilingual treatment and are presented in detail by means of several tables. The present work also includes a summary of previous research on vocabulary learning. (PM)

ED 093 179

Lebel, Jean-Guy

Le Rythme. Son enseignement et son rôle dans la correction phonétique du français (The Teaching and Role of Rhythm in the Correction of French Pronunciation).

Laval Univ., Quebec (Quebec).

Pub Date Jul 74

Note—17p.; In French

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Articulation (Speech), *French, Intonation, Language Instruction, *Language Rhythm, Linguistics, Phonology, *Pronunciation, Pronunciation Instruction, *Suprasegmentals, Syllables, Teaching Techniques

Students of French learn to pronounce the syllables of the same rhythmic group with the same stress and the same intonation while lengthening slightly only the last syllable uttered. Several techniques designed to help students acquire correct French rhythm patterns are described here. They include: (1) counting aloud, (2) syllable division, (3) simple breathing exercises, (4) marking the rhythm, (5) varying the pitch level on the accented last syllable in order to draw the student's attention to it, and (6) changing the speed of each utterance. The author also suggests ways in which a concentration on the rhythm of a French utterance can help eliminate certain common errors of pronunciation. A bibliography of works cited in the text is included. (PM)

ED 093 180

Lebel, Jean-Guy

Synthèse et méthodologie des moyens de correction phonétique du "R" français enseigné aux anglophones (Methods of Correcting the Pronunciation of the French "R" for English Speakers).

Pub Date 74

Note—31p.; In French; Paper presented at the Colloque International sur la Méthodologie SGAV (3rd, Paris, France, May 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Articulation (Speech), *Consonants, Contrastive Linguistics, Descriptive Linguistics, *French, Phonemics, Phonetics, *Phonology, Teaching Techniques, Vowels

The present work begins with a phonetic description of the acceptable French /R/ and descriptions of several allophones of English /R/ which must be avoided while learning the French. Various theories are discussed concerning the relationship between the position of the /R/ in an utterance and the difficulty students have in

FL 006 201

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pronouncing it correctly. Several ways in which other vowel and consonant sounds can be combined and/or modified to help the student learn the proper position of the tongue and lips for /R/ production are detailed. In addition to these phonological techniques, the author also lists the following "techniques sensitives": (1) having the students "gargle" as a means of actually feeling the position of the /R/, (2) using a pencil to force the tip of the tongue to remain low in the mouth, (3) applying slight pressure to the throat just above the larynx with the index finger while saying the /R/, and (4) having the student use a small mirror to watch the actual articulation. The paper concludes with an extensive bibliography. (PM)

ED 093 181 FL 006 224

Light, Richard L.
Issues in Teacher Preparation for Cross-Cultural Education.

Pub Date May 74

Note—12p.; Paper presented at the International Conference on Bilingual-Bicultural Education (3rd, New York City, May 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Bilingual Students, *Bilingual Teachers, Cultural Background, Cultural Differences, *Cultural Pluralism, Curriculum, English (Second Language), Language Instruction, Language Programs, Nonstandard Dialects, Second Language Learning, *Teacher Attitudes, *Teacher Education, Teacher Qualifications

This paper discusses some of the background rationale for bilingual education and raises issues concerning personnel training, with indications as to how these issues have been dealt with in the program at SUNY-Albany. In the preparation of bilingual educators, the relationship between the educator's cultural, linguistic, and ethnic background and his ability to work effectively with students of the same background in an educational program must be considered. Although it is an immeasurable advantage to have a native member of a particular culture as teacher, the qualification of being a native speaker is not sufficient by itself. Above all, an excellent knowledge of the subject matter is required. Courses of instruction should be varied to meet the needs of bilingual classroom teachers as well as second-level bilingual educators, such as supervisors, curriculum coordinators, or project directors. There must be a balance between theoretical courses and practice-centered activities in the curriculum for bilingual educators. Inaccurate views regarding the language of minority students must be corrected, and the need for linguistic knowledge about the systematic nature of all dialects must be recognized. Teachers trained for work across cultures must understand that language variations arise through social and cultural forces and are not the result of laziness or stupidity. (PM)

ED 093 182 FL 006 232

A Bibliography for Teachers: Education for a Multi-Cultural Society. Third Edition.

Community Relations Commission, London (England).

Pub Date Feb 74

Note—39p.

Available from—Community Relations Commission, 15-16 Bedford Street, London, WC2E 9HX, England

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adult Education, *Annotated Bibliographies, Biculturalism, Cultural Context, Cultural Interrelationships, English (Second Language), *Immigrants, *Instructional Materials, *Multicultural Textbooks, Primary Education, *Reading Materials, Secondary Education Identifiers—*Great Britain

This annotated bibliography is written for teachers of students of multiracial, multicultural backgrounds. The materials are for all age groups and are concerned primarily with the problems and interests of immigrants in Britain. The contents include: (1) reference books; (2) Department of Education and Science publications; (3) Schools Council publications; (4) materials for teaching English as a second language; (5) reading and language schemes; (6) books for the very young; (7) a selection for the primary school; and

(8) suggestions for the secondary school, in which entries are divided according to subject areas—English, history, geography, social studies, world religions, selected fiction, and home economics. In addition, several music books and literature anthologies are listed, as well as other suggested bibliographies and periodicals. (LG)

ED 093 183 FL 006 246

Ferry, Clifford, Ed. And Others

Course Goals in Second Language, K-12. Critique Edition.

Northwest Regional Educational Lab., Portland, Oreg.; Tri-County Goal Development Project, Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Board of Education, Salem; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 73

Note—177p.

Available from—Commercial-Educational Distributing Services, P.O. Box 8723, Portland, Oregon 97208

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Behavioral Objectives, Career Education, *Course Objectives, Cultural Awareness, Curriculum Evaluation, Educational Objectives, *Language Instruction, Listening Skills, Reading Skills, *Second Language Learning, Speech Skills, Values, Writing Skills

This compilation is intended to provide a comprehensive collection of nonprescriptive learning outcome statements for second language instruction. Included are statements of what students can know and can do in the major content areas of second language learning, and in the areas in which second language relates to values education, basic education, and career education. The goals are stated in such a way that they apply to a variety of second languages. Specifically, the goal statements are grouped under the following headings: (1) values and second language, (2) basic education and second language, (3) the function of the language in society, (4) nature of the language, (5) listening, (6) speaking, (7) reading, (8) writing, (9) culture, and (10) careers and second language. It is hoped that school systems will use the collection: (1) to clarify the purposes of education for students, teachers, parents and community; (2) to provide a basis for teaching-learning evaluation and accountability; (3) to aid in the rewriting and development of courses and curricula; and (4) for long-range planning and systematic control of educational development. This book is a critique edition, which is being disseminated to elicit response from the educational community. (PM)

ED 093 184 FL 006 247

Reed, E. Irene, Comp.

List of Materials Developed by the Eskimo Language Workshop.

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date 14 Jun 74

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*American Indian Languages, Audiovisual Aids, *Bibliographies, *Bilingual Education, Elementary Education, English, *Eskimos, Ethnic Groups, Fiction, Instructional Aids, Instructional Materials, Language Arts, Mathematics, *Primary Grades, Reading Materials

Identifiers—Alaska, *Yup'ik

This bibliography consists of materials in Yup'ik and English prepared for levels K-3. Most of the entries are books, primarily fiction suitable for the primary grades. The nonfiction books are teachers' handbooks, instructional materials, and other teaching aids. In addition there is a list of newly completed or reprinted instructional or testing materials on various subjects in Yup'ik and English. Video tapes, filmstrips, and taped recordings in Yup'ik are also listed, as well as ESL materials and sets of questions for the books in Yup'ik and English. (LG)

HE

ED 093 185

HE 004 977

Baird, Leonard L. And Others

The Graduates: A Report on the Plans and Characteristics of College Seniors.

Educational Testing Service, Princeton, N.J.

Spons Agency—Association of American Medical Colleges, Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.; Law School Admission Test Council, New York, N.Y.

Pub Date Mar 73

Note—220p.

Available from—Educational Testing Service, Princeton, N.J. (\$2.50)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Academic Achievement, *Career Choice, *Higher Education, Questionnaires, Research Projects, *Seniors, *Student Attitudes, *Student Characteristics, Undergraduate Study

Ninety-four colleges administered the College Senior Survey, a machine-readable questionnaire, designed to investigate the educational plans of seniors (class of 71), attitudes toward work, the college, student backgrounds, feelings about academic performance, college careers, accomplishments outside the classroom, and perceptions of various careers and schools of advanced training. Results are categorized according to students' undergraduate experiences, seniors' perceptions of careers and schools, future careers, contrasting plans of men and women, survey data for black seniors, correlates of grades and test scores, and correlates of career choices and financial aid. (MJM)

ED 093 186

HE 005 117

Endicott, Frank S.

The Endicott Report: Trends in the Employment of Colleges and University Graduates in Business and Industry, 1974.

Northwestern Univ., Evanston, Ill.

Pub Date 73

Note—13p.; 28th Annual Report: A Survey of 196 Well-known Business and Industrial Concerns

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Graduates, *Employment Opportunities, Employment Patterns, *Employment Potential, *Employment Statistics, *Higher Education, Surveys

Identifiers—*Endicott Report

This document presents the results of a survey of policy and practice in the employment of college and university graduates in business and industry. A total of 196 well-known companies responded to the inquiry. All but a few were large or medium-sized corporations. Reports came from 19 states representing all major regions of the country. Results indicated 78 percent expected 1974 to be a better business year than 1973. Sixty-one percent planned to employ more men from 1974 classes and 70 percent hoped to hire more women graduates. Barring a business decline, these companies plan to employ 13 percent more men at the bachelor's level and 10 percent more at the master's level. A major finding of the study indicated that these companies hope to hire 54 percent more college women from 1974 classes than they employed in 1973. In greatest demand are men in engineering, accounting, business or more fields, the average increase at the bachelor's level will not be more than 3 percent and at the master's level about 4 percent. (MJM)

ED 093 187

HE 005 289

Scott, Craig S., Comp. Thorne, Gaylord, Comp. Assessing Faculty Performance: A Partially Annotated Bibliography.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Pub Date Jan 74

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bibliographies, Evaluation, *Faculty, *Higher Education, *Performance Criteria, *Teacher Evaluation, Teachers, Teaching

This partially annotated bibliography contains 139 references concerning assessment of faculty

performance, including recent journal and book citations. (PG)

ED 093 188 95 **HE 005 427**
Report of the Joint Accounting Group.

American Inst. of Certified Public Accountants, New York, N.Y.; National Association of Coll. and Univ. Business Officers, Washington, D.C.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Mar 74
 Contract—OEC-0-71-1381

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Accounting, *Educational Administration, *Educational Finance, *Financial Policy, *Higher Education, Manuals, School Accounting

The Joint Accounting Group (JAG) has as its primary goal to develop a capability to provide uniform transactional finance data at the institutional level. Such data should effectively meet the needs of public reporting, institutional financial management, and program planning. The group believes that the attainment of this goal requires uniformly acceptable definitions of accounting terms and standardized categories for the classification of transactional financial data. Three documents dealing with various aspects of higher education financial accounting and reporting were being developed, and it was decided that these three efforts should be compatible and that, if possible, they should be based on uniform definitions of transactional financial data. The documents are "Audits of Colleges and Universities," "Administrative Services," and "Higher Education Finance Manual." This document presents JAG recommendations on these three documents in the area of definitions, data categories, and report formats. Appendixes contain JAG current funds revenue categories, JAG current fund expenditure and mandatory transfer categories, and JAG expenditure categories and the program classification structure. (Author/PG)

ED 093 189 HE 005 438

Young, D. Parker, Ed.

Higher Education: The Law and Institutional Response. Proceedings.

Georgia Univ., Athens. Inst. of Higher Education. Pub Date 25 Jun 73

Note—69p.; Proceedings of the Conference on Higher Education: The Law and Institutional Response (University of Georgia, Athens, Georgia, June 1973)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Freedom, *Administrative Problems, Conference Reports, *Court Litigation, Due Process, *Educational Administration, *Higher Education, Laws, *Legal Problems, Student Publications, Teacher Welfare, Undergraduate Study

Identifiers—*Tinker vs Des Moines School District

The legal aspects of many campus issues were the concerns of the conference "Higher Education: The Law and Institutional Response." The central purpose of the conference was to present and discuss judicial decisions and trends and their implications for and applications to the posture of academic decisionmaking. The issues of concern were questioned and examined not from a philosophical or sociological point of view but in light of court decisions and precedents. The topics discussed by the conference speakers are the subject of this publication. The topics of the speakers include: undergraduate education; student organizations and publications; impact of the Tinker decision; ramifications of lowering the majority age; academic freedom and due process; women's rights; and the Supreme Court's view of faculty employment rights. (Author/PG)

ED 093 190 HE 005 469

Taylor, Harold

The United Nations University.

American Council on Education, Washington, D.C.; Conference on World Affairs, Inc., New York, N.Y.; Council for Intercultural Studies and Programs, New York, N.Y.; Institute for World Order, New York, N.Y.; United States Committee for the United Nations Univ., New York, N.Y.

Pub Date Oct 73

Note—35p.

Available from—Council for Intercultural Studies & Programs - Foreign Area Materials Center, 60 East 42nd Street, N.Y., N.Y. 10017 (\$0.50)
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College Role, *Governance, *Higher Education, *Institutional Administration, International Education, *Universities, University Administration

Identifiers—*United Nations University

This document traces the growth of the idea of a world university and its emergence from the decisionmaking labyrinth of the United Nations systems as the United Nations University. Challenges that lie ahead for this global institution in realizing genuine intellectual freedom, a meaningful relationship to existing universities, and a significant role for the world's youth are analyzed. Sections cover the idea of a world university, the United Nations plan, the influence and interest of UN members in the UN university, guarantees of intellectual freedom, administration of the university, the university scanning device, the role of youth, a university without students, means of involving students and teachers, research, training and social action. (Author/MJM)

ED 093 191 HE 005 502

Annual Conference on Higher Education General Information Survey (HEGIS) (8th, Washington, D.C., July 20-21, 1972). Final Report.

American Council on Education, Washington, D.C.; California Univ., Berkeley. Center for Research and Development in Higher Education.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Pub Date Jul 72

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Community Cooperation, Conference Reports, *Higher Education, *Information Dissemination, *Institutional Research, *Surveys

Identifiers—HEGIS, *Higher Education General Information Survey

In late July of 1972, a consortium of five organizations conducted a conference on the eighth Higher Education General Information Survey (HEGIS) under the sponsorship of the National Center for Educational Statistics in the Office of Education. The conference had two very broad areas of concern: (1) to consider ways in which HEGIS data may be made available to the higher education community in a more timely fashion than is now the case, and (2) to consider ways in which the community may provide advice to NCES in a regular, ongoing, and informed manner. The recommendations of the conference suggest: (1) That NCES devote substantial resources and efforts to the continuation and expansion of projects to define and describe the postsecondary education universe and include all relevant sectors of that universe in its ongoing data collection activities. (2) That NCES establish a procedure whereby institutions wishing to restrict data dissemination must make a specific, written request. (3) That the planning commission for the HEGIS VIII Conference take positive and substantive steps to encourage the removal of data restrictions by those institutions that currently impose them. Following the recommendations, emphasis is placed on a background for HEGIS in general and a presentation of specific problems and questions considered by the participants. (MJM)

ED 093 192 HE 005 589

Agenda for Renewal: A Forward Look for the Massachusetts State College System 1973-80. First Report of the Long Range Planning Committee to the Board of Trustees of State Colleges.

Massachusetts State Coll. System, Boston.

Pub Date 8 Nov 73

Note—94p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Career Education, *Disadvantaged Youth, Graduate Study, *Higher Education, Liberal Arts, Minority Groups, *Statewide Planning, *Teacher Education, Teacher Evaluation, Teaching Load, *Transfer Programs

Identifiers—*Massachusetts

In charting the future for Massachusetts' public higher education, this agenda points to transfer access for 2-year college graduates and outreach programs for minority and disadvantaged students. The agenda seeks to move the 11 state colleges toward expanded community service and encourages them to cooperate in establishing special learning centers. Other major proposals of the agenda include: (1) A system of faculty evaluation that includes student participation. (2) Credit for students' practical experience gained in off-campus projects. (3) Reducing teaching duties for faculty members who initiate projects of scholarly merit, research, independent study, or of service to the campus or the community. (4) Integrating the specialized career programs with the liberal arts curriculum. (5) A Reevaluation of the role of teacher education in an era when employment opportunities are declining. Appendices include the policy on graduate education; the Massachusetts Transfer Compact; guidelines for new degree programs; and procedures for reduction in faculty teaching load. (Author/PG)

ED 093 193 HE 005 600

Collection of Agreements Concerning the Equivalence of University Qualifications. A Reprint of Texts Published by the International Association of Universities Between 1954 and 1961.

International Association of Universities, Paris (France).

Pub Date 66

Note—662p.

Available from—International Association of Universities, 8 Rue De Furstenberg, Paris, France (\$8.00)

EDRS Price MF-\$1.05 HC-\$31.80 PLUS POSTAGE

Descriptors—*Degree Requirements, Exchange Programs, *Foreign Countries, *Higher Education, Interinstitutional Cooperation, *Qualifications, *Universities

This volume reproduces the texts of Agreements concerning the equivalence of university qualifications. The contents are divided into three sections. The first and principal section contains bilateral Agreements; the second, the multilateral Agreements; and the third, Agreements dealing more specifically with the right to exercise a profession. Agreements from 84 countries are presented in the languages in which they were drawn up, although in a few cases an unofficial French or English translation is provided. Two indexes to the contracting parties are also provided, one in alphabetical order of the names of countries in French, and the other of their names in English. (MJM)

ED 093 194 HE 005 612

Leski, Russell J., Ed.

Survival and Challenge. Proceedings of the Annual Pacific Northwest Conference on Higher Education (34th, Lethbridge, Alberta, Canada, June 14-16, 1972).

Oregon State Univ., Corvallis.

Pub Date 73

Note—98p.

Available from—Oregon State University Press, P.O. Box 689, Corvallis, Oregon 97330 (\$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Change Strategies, *College Role, *Conference Reports, *Educational Change, *Higher Education

The Pacific Northwest Conference on Higher Education has provided a forum for debating the foremost issues facing higher education in Canada and the United States throughout the period of reassessment and charting of new or different directions. The keynote address to the conference examines the common assumption that higher education has a built-in capacity for self-reform and assesses the outcry for universities and colleges to play a direct role in the solution of society's social problems. A panel of reactors analyzes critically the perspectives presented in the keynote address from the viewpoint of students, administration, faculty, and state departments of education. (Author/MJM)

ED 093 195

HE 005 629

DeFiore, Leonard

Trustee-Faculty Conflict.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Apr 72

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Problems, Conflict, Educational Administration, *Faculty, *Governance, *Higher Education, Surveys, *Trustees

Among the major conflicts that have surfaced is the longstanding conflict between faculty and trustees. The first part of this paper summarizes the major findings of the principal areas of possible conflict between these two groups. The data upon which this study is based were collected from national samples of trustees and faculty by means of a mailed questionnaire. The second part of the paper deals with an analysis of, and a proposal for, resolution of the principal area of conflict between trustees and faculty. Given the amount of rhetoric emanating from faculty about trustees, one would expect to find significant differences between these two groups on substantive issues in higher education. However, the data in this study indicate otherwise. (Author/PG)

ED 093 196

HE 005 630

Nelson, Charles A.

The Lay Trustee—Up or Out?

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Apr 72

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, Educational Administration, *Governance, *Governing Boards, *Higher Education, *Trustees

The lay board of trustees will have to change substantially and rapidly if it is to survive. In response to the many criticisms of the structure and selection procedures of college and university trustees, new patterns are beginning to emerge. Some colleges have taken steps toward a more "representative" selection of trustees. Responsible trusteeship requires deep involvement to appreciate the nature of the issues confronting the institution. By turning board meetings into educational experiences, and developing occasions for increasing the capacity of members, boards may be more productive. Policy issues should be discussed first; board agendas should be structured to encourage rational analysis; and every question before the board should be subjected to the test of relevance. (Author/PG)

ED 093 197

HE 005 632

Pocock, John W.

Where Are the Managers in Higher Education?

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date 71

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, Administrative Policy, Educational Administration, *Governance, *Governing Boards, *Higher Education, Policy Formation, *Trustees

The most difficult, self-effacing, and intangible role in higher education today is that of top management policy determination. Trustees carry the key management policy role and should neither be diverted nor shrink from it. Trustees must constantly assess their progress and modify their plans. Six points are suggested: (1) Trustees should devote more time and presence as individuals to Board affairs. (2) Trustees must give more attention to establishing a clear interface with administrators. (3) More improved staff preparation for Board meetings can increase efficiency. (4) Board's structure should be designed to carry the major workloads. (5) Boards should set aside time for relaxed exchange of views concerning problem areas and future options. (6) Trustees should open better channels of communication with various institutional constituencies. (Author/PG)

ED 093 198

HE 005 633

Tice, Terrence N.

Resources on Academic Bargaining and Governance.

Academic Collective Bargaining Information Service, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bibliographies, *Collective Bargaining, *Collective Negotiation, *Governance, *Higher Education

In recent years several bibliographies have been compiled on the subject of collective bargaining in higher education. This publication is an attempt to provide laymen with an up-to-date and comprehensive bibliography. Citations are presented in three categories: (1) agencies, bibliographies, periodicals, and other basic resources; (2) public employment bargaining: labor law and practices; and (3) collection bargaining and governance in higher education. The section covering agencies, bibliographies, periodicals, and other basic resources encompasses bibliographies and services for higher education and public employment relations and periodicals concerning bargaining agent activity, higher education, and public employment relations. Brief annotations are included. (MJM)

ED 093 199

HE 005 634

Embling, Jack

A Fresh Look at Higher Education. European Implications of the Carnegie Commission Reports.

Pub Date 74

Note—273p.

Available from—American Elsevier Publishing Company, Inc., 52 Vanderbilt Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—*Educational Innovation, Educational Mobility, *Educational Planning, *Educational Problems, *Higher Education, *International Education

Identifiers—*Carnegie Commission on Higher Education

The Carnegie Commission Reports are an in-depth study scrutinizing the structure, procedures, and content of an educational system as never before. These reports form the basis for this volume that treats those questions and problems in some way or other common to most countries of the Western world. An attempt is made to examine the educational situation and to suggest how far the proposals of the commission might be helpful in considering the problems that emerge. The major developments and problems in Britain are the focal point but other Western European countries are also taken into account. The crux of this work is the author's willingness to discuss innovations and controversial ideas. In doing so, he favors anything that will break down artificial barriers and promote educational mobility. (Author/PG)

ED 093 200

HE 005 635

Carr, Robert K. Van Eyck, Daniel K.

Collective Bargaining Comes to the Campus.

American Council on Education, Washington, D.C.

Pub Date 73

Note—327p.

Available from—American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$9.00)

Document Not Available from EDRS.

Descriptors—Administrative Problems, *Arbitration, *Collective Bargaining, *Collective Negotiation, Contracts, *Educational Administration, Faculty, Grievance Procedures, *Higher Education

This study examines systematically the development of faculty collective bargaining at 4-year colleges and universities since 1969. The changes in federal and state laws that made this development possible and the application of the law to higher education by federal and state labor boards are analyzed through extensive accounts of the circumstances surrounding the turn of faculty bargaining at a number of institutions. Presented in detail are the ways in which appropriate bargaining units have been determined; the role of the labor organizations that are encouraging faculty to turn to bargaining; faculty dissatisfactions that lead to a demand for bargaining; permissible activity by administrators during the precampaign period; the negotiation and ad-

ministration of contracts; and the operation of grievance-arbitration systems. (Author/PG)

ED 093 201

HE 005 636

Tice, Terrence N., Ed. Holmes, Grace W., Ed.

Faculty Power: Collective Bargaining on Campus.

Michigan Univ., Ann Arbor. Inst. of Continuing

Legal Education.

Pub Date 72

Note—363p.

Available from—The Institute of Continuing Legal Education, University of Michigan, Hutchins Hall, Ann Arbor, Michigan

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, *College Faculty, Community Colleges, *Economic Factors, Governance, *Higher Education, *Legal Responsibility, Private Colleges, State Colleges

This document, an outgrowth of the national conference of the Institute of Continuing Legal Education held in 1971, sets forth the views of lawyers and educators concerning the legal, economic, and institutional implications of faculty collective bargaining. Part I, principles and practices of collective bargaining, discusses legal principles of public sector bargaining, perspectives in public sector bargaining, and practical considerations of faculty bargaining. Part II, institutional differences, reviews collective bargaining in public institutions, private institutions, and the National Labor Relations Board, collective bargaining in community colleges, institutional differences, and cases at the University of Michigan. Part III, alternatives to collective bargaining, reviews alternatives to collective bargaining and traditional governance and bargaining at the City University of New York. Part IV, faculty organization, discusses whether faculties should organize and the pros and cons of collective bargaining. Part V, discusses the problems and procedures of the bargaining process. (MJM)

ED 093 202

HE 005 638

Lester, Richard A.

Antibias Regulation of Universities. Faculty Problems and Their Solutions.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 74

Note—179p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey (\$4.95)

Document Not Available from EDRS.

Descriptors—*College Faculty, *Females, *Higher Education, *Minority Groups, Teacher Integration, *Teacher Qualifications

Identifiers—*Carnegie Commission on Higher Education

This document discusses many of the specific problems associated with increasing the membership of women and members of minority groups on the faculties of major colleges and universities. Emphasis is placed on the fact that current faculty members favor such an increase, although many of the action programs prescribed to achieve it fail to take into consideration either the inadequate supply of qualified people among those groups currently underrepresented on the faculties or the characteristics of academic employment that distinguish it from employment in industry. At stake is not only an equitable system of academic employment, but also a loss of financial support as governments apply economic sanctions to achieve numerical hiring goals that often have little relevance to the character and mission of universities. (MJM)

ED 093 203

HE 005 639

Financing Part-Time Students: The New Majority in Postsecondary Education. Report of the Committee on the Financing of Higher Education for Adult Students to the Office of Governmental Relations, American Council on Education.

American Council on Education, Washington, D.C.

Pub Date 74

Note—125p.

Available from—Sales Office, Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Adult Students, College Students, *Educational Finance, *Financial Support, Foreign Countries, *Higher Education, *Part Time Students, *Post Secondary Education

This document examines the feasibility of financing parttime students. Emphasis is placed

on an overview of the educational setting, objectives, definitions, who the adult students are, the image of parttime students, how many parttime students there are, delivery systems and financing patterns, financing for postsecondary education students in other countries, and current proposals for financing postsecondary education in the U.S. (MJM)

ED 093 204 HE 005 640

Dennard, Cleveland L.
MIS In-Service Session on the Dynamics of Small College Management. Volume I. The Educational Enterprise and Managing Priorities to Meet Community Needs.

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Colleges, *Community Development, Conference Reports, *Educational Administration, *Higher Education, *Management, *Small Schools

This document presents the keynote address of the final conference of the Management Information System Program of the Institute for Services to Education, held in Washington, D.C., February 21-22, 1974. The address, the educational enterprise and managing priorities to meet community needs, capsulized the contemporary strategies being applied by the institution in structuring a management system to respond to community needs. The address, together with the question and answer session is presented in this monograph. Conference proceedings are presented in HE 005 641. (MJM)

ED 093 205 HE 005 641

Bailey, Jan, Ed.
MIS In-Service Session on The Dynamics of Small College Management. Volume II. Conference Proceedings.

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Note—91p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Conference Reports, *Educational Administration, *Higher Education, *Management, *Management Information Systems, Management Systems, *Small Schools

This document presents the proceedings of an invitational conference, held in Washington, D.C., February 21-22, 1974 concerning the dynamics of small college management. Discussion topics encompassed management information systems packages for small colleges. Various presentations discussed the Plantran System, the resource requirements prediction model, the diagnostic and prescriptive information model, implementing a management information system via a computerized planning model. Special interest group sessions discussed how to implement a data management system, a new curriculum plan for an old college, and a systems approach to curriculum development. Perspectives on the advanced institutional development program are also presented. For the keynote address, see HE 005 640. (MJM)

ED 093 206 HE 005 642

Rideout, William M., Jr.
The Reorganization of Higher Education in Zaïre. OLC Paper No. 5.

American Council on Education, Washington, D.C. Overseas Liaison Committee.
Pub Date Mar 74
Note—28p.

Available from—Overseas Liaison Committee, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (Free)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—College Students, *Educational Administration, *Educational Finance, *Foreign Countries, *Governance, *Higher Education

In 1971 the main institutions of higher education in Zaïre were reorganized and centralized

into one national university system called the National University of Zaïre (UNAZA). This document presents a brief review of the development of postsecondary education in Zaïre and places this recent reorganization in perspective. Chapters cover the evolution of the universities and higher institutes, postindependence expansion of higher education, a description of the organization of UNAZA, and UNAZA's role in research. The description of UNAZA encompasses the administrative council, the rector and rectorate, the organization and management of the campuses, the organization and management of the higher pedagogical and technical institutes, financing of UNAZA, students, and rational redistribution of campus faculties. Appendixes discuss higher institutes and membership of the administrative council of the National University of Zaïre. (MJM)

ED 093 207 HE 005 643

Carlson, Daryl E. And Others
A Framework for Analyzing Postsecondary Education Financing Policies.

National Commission on the Financing of Postsecondary Education, Washington, D.C.
Pub Date May 74
Note—243p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5203-00026, \$2.70)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—*Data Bases, *Educational Finance, Educational Objectives, *Higher Education, *Models, *Post Secondary Education

The National Commission on the Financing of Postsecondary Education (NCFPE) developed a comprehensive analytical framework—a process—to evaluate the alternative financing proposals for postsecondary education. This staff report describes this framework, placing special emphasis on two of its major components—a data base and an analytical model. The data base includes data on postsecondary education, institutions, students, and sources of financing. Details are provided that indicate the ways in which the analytical model, a set of nonlinear, simultaneous equations, was used to project the impacts of various financing patterns on the achievement of those postsecondary educational objectives that can be measured quantitatively. The model, which operates through a time-sharing terminal, helps the analyst examine the impacts of key policy parameters on an interactive basis and obtain results immediately. Finally, this staff report explicates how the model may be used to evaluate several financing proposals as well as to assist in the construction of additional financing plans for postsecondary education. As background for the analysis, several key parameters of the complex decisions related to public policy are identified in this report, the applicable literature is reviewed, and new directions for research are indicated. (Author)

ED 093 208 HE 005 644

The USF Equal Opportunity Program: A Strategy for Ensuring Equal Educational and Employment Opportunity through Affirmative Action.

University of South Florida, Tampa.
Pub Date 1 Jun 74
Note—248p.

Available from—Dr. Jim Vickrey, Assistant to the President and Equal Opportunity Coordinator, ADM 253, University of South Florida, Tampa, Florida 33620

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—*Admission (School), *Civil Rights, Educational Administration, Employment Opportunities, Equal Opportunities (Jobs), Equal Protection, *Higher Education, *Minority Groups, *Personnel Policy, Recruitment

Identifiers—*Affirmative Action

Despite the fact that the institution has never had a policy of racial discrimination in hiring and admission procedures, the University of South Florida (USF) was one of the first institutions of higher education in the southeast to adopt an affirmative action plan. This revised edition of the program contains: a description of the Equal Opportunity Policy; the Equal Opportunity Committee; and identification of those University officials responsible for its implementation. Identification of the problem areas and the need for affirmative

action is also covered. A plan for affirmative action is included with timetables, goals, and action programs. Appendices include: contract forms; organizational charts; minority recruitment efforts; and hiring goals. Materials submitted to the Office of Civil Rights (HEW) are also included. (Author/PG)

ED 093 209 HE 005 646

Proceedings of the Management Information Systems October 1973 In-Service Session (Atlanta, Georgia, October 18-19, 1973).

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Conference Reports, Data Processing, *Educational Administration, *Educational Planning, *Higher Education, *Institutes (Training Programs), *Management Information Systems, Management Systems

The October 1973 in-service session held in Atlanta, Georgia was the first of two in-service sessions held as a follow-up to the Summer 1973 Information Management Training Institute held in Nashville, Tennessee in June 1973. The purpose of the in-service sessions was to ascertain the progress made as a result of the summer programs by the various participants on the individual campuses represented at the Summer Institute. This report presents follow-up reports by participants of the summer institute. Topic cover: (1) Step-by-step development of an information system; conversion from manual to automatic data control center. (2) Overview of the Tuskegee management information systems: designing specifications to serve the institution; (3) Organizational strategies for instituting a management information system; (4) Development of a student guidance and counseling system; (5) Methods of determining departmental and institutional costs; (6) Building process for a management information system; (7) A planning, management, and evaluation system for the new advanced institutional development program. (MJM)

ED 093 210 HE 005 647

Perspectives and Plans for Graduate Studies. 7. Sociology 1973.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.
Pub Date 25 Apr 74
Note—232p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—*Curriculum, Degrees (Titles), Educational Planning, *Foreign Countries, *Graduate Study, *Higher Education, *Sociology

Identifiers—*Canada, Ontario

This document reports on a formal planning assessment for sociology conducted by the Advisory Committee on Academic Planning of the Ontario Council on Graduate Studies. Data, reports and comments, and recommendations on a plan for graduate work in sociology in the province is set out. Recommendations are: (1) That the high rates of delay and incompleteness of master's and doctoral degrees be rectified. (2) That the sociology departments note the consultants' comment that "for many students, the existence of multi-person projects within the departments would provide a source of funds, research topics and mutual stimulation." (3) That the sociology departments note the consultants' comment on the necessity of research in the locality. (4) That there should be no distribution among universities of responsibilities for particular programs and specialties. (5) That there be no enrollment restrictions at the MA level. Recommendations for various universities in the province are indicated. (MJM)

ED 093 211 HE 005 649

Redman, David N., Ed.

Journal of Proceedings and Addresses of the Annual Conference of the Association of Graduate Schools in the Association of American Universities (25th, New Orleans, Louisiana, 18-19 October 1973).

Association of American Universities, Washington, D.C.; Association of Graduate Schools.

Pub Date 73

Note—112p.

Available from—Dean David N. Redman, The Graduate School, Princeton University, Princeton, New Jersey 08540 (\$2.50)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Conference Reports, Doctoral Degrees, Educational Quality, *Financial Support, *Graduate Study, *Higher Education, *Labor Market, Post Doctoral Education, *Program Evaluation

This document presents the proceedings and addresses of the 25th annual conference of the Association of Graduate Schools in the Association of American Universities. Presentations cover: doctorates in the seventies, postdoctorates and employment, graduate student support, and methodology toward assessing quality in Ph.D. programs. Reports of the committee on communications with the public and the committee on testing are included. (MJM)

ED 093 212 HE 005 650

Mertins, Paul F. Brandt, Norman J. Financial Statistics of Institutions of Higher Education: Property, 1969-70.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—DHEW/OE-74-11427

Pub Date 74

Note—119p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.55)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Costs, *Educational Facilities, *Educational Finance, *Higher Education, *Property Appraisal, Statistical Data

This publication presents a part of the data provided by institutions of higher education in response to a questionnaire entitled "Financial Statistics of Institutions of Higher Education, 1969-70," which was included in the fifth annual Higher Education General Information Survey (HEGIS). This publication deals with the property related data. Highlights indicate: (1) The value of property owned or utilized by institutions of higher education at the end of 1969-70 fiscal year was \$53.1 billion; (2) This property value consisted of physical plant assets (\$42.2 billion) and the book value of endowment (\$10.8 billion); (3) The book value of buildings at institutions of higher education totaled \$31.9 billion; (4) Indebtedness on physical plant increased 6.9% from \$8.8 billion at the beginning of 1969-70 to \$9.4 billion at the end of the year; (5) During 1969-70, the book value of endowment increased 3.5%, whereas market value went down 12.4%; (6) Privately controlled institutions reported 82.9% of the book value of all college and university endowment at the end of the 1969-70 fiscal year; (7) At the end of 1969-70, the endowment of colleges and universities had an average market value of \$1,756 per fulltime-equivalent student. (Author/MJM)

ED 093 213 HE 005 652

Krech, Alan S.

Transferability of Credits from AAS Degree Programs at Technical Education Centers to Public Four-Year Colleges and Universities in South Carolina.

Pub Date [74]

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College Credits, Colleges, *Educational Needs, *Higher Education, Statewide Planning, *Technical Education, *Transfer Policy, Universities

Identifiers—*South Carolina

Institutions were asked to send data on the total number of graduates from degree programs in Technical Education Centers who applied to their institutions, and the total number who were accepted. Results indicated that: (1) No applicant who completed an AAS degree program was denied admission to a public 4-year institution and that applicants who had not completed their degree programs were generally admitted if their academic records reflected some minimum quality of academic achievement. (2) Out of 17 cases of students who transferred from nondegree pro-

grams in Technical Education Centers, 11 students received some credit for diploma work completed in Technical Education Centers. (3) One hundred and eleven students transferred from AAS degree programs at Technical Education Centers to 4-year public institutions in the fall term of 1972. Of these 111, 59 had received their associate degrees, 51 had not completed their associate degree programs, and one student's status was unknown. The conclusion suggests the need for a reexamination, based on the above facts, of present transfer policies in terms of sound educational criteria, thus leading to greater statewide consistency in this area. (Author/MJM)

ED 093 214 HE 005 654

Mertins, Paul F. Brandt, Norman J. Financial Statistics of Institutions of Higher Education. Current Funds Revenues and Expenditures, 1970-71.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—74-111

Pub Date 74

Note—170p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—*Educational Finance, Expenditures, *Financial Support, *Higher Education, *Institutional Research, National Surveys, State Surveys, *Statistical Data

This publication provides state and national totals of various financial data acquired from the institutions of higher education in the questionnaire on "Financial Statistics of Institutions of Higher Education" as a component of the sixth annual Higher Education General Information Survey (HEGIS). Highlights indicate: (1) Current funds revenues for institutions of higher education totaled \$24.0 billion in fiscal year 1971. (2) Publicly controlled institutions continued to report an increasing share of total revenues. (3) Privately controlled institutions reported nearly \$8.4 billion in current funds revenues in 1970-71. (4) Governmental appropriations were the greatest sources of revenues. (5) Student tuition and fees were the second greatest source of revenues to institutions of higher education. (6) Current funds expenditures by all institutions of higher education rose at a faster pace than did total enrollments. (7) The largest expenditure of current funds was for instruction and departmental research. (8) Current funds expenditures exceeded current funds revenues at private universities by more than \$37 million. (Author/MJM)

ED 093 215 HE 005 655

James, Betty, Ed.

Work-Study Development Project Sourcebook No. 4.

Berea Coll., Ky.

Spons. Agency—Educational Foundation of America, Westport, Conn.

Pub Date Mar 74

Note—50p.

Available from—Work-Study Development Project, CPO 2348, Berea College, Berea, Kentucky 40403 (Free)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*College Students, *Higher Education, *Program Descriptions, *Workshops, *Work Study Programs

Identifiers—*Berea College

Materials in this sourcebook were prepared from the program of a workshop on position development for student work-learning programs at Berea College. Discussions center upon categories of student assignments and special attributes of student manpower; preparation of effective job descriptions to achieve goals of employer, student, and educational institution involved in a student work-learning activity; and problems faced in administration of work-learning programs and suggested approaches and solutions. (Author)

ED 093 216 HE 005 656

Kicinski, Walter T. Soss, Neal M.

Estimating Demand for Higher Education Services. Planning for Higher Education; Vol. 3; No. 3; June 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College Choice, *Decision Making, Educational Quality, *Higher Education, Personal Interests, *Student Costs, *Student Experience, Students

Changing patterns of demand for higher education services have generated considerable interest in research into the factors governing the choices students make when they apply to colleges and universities. During 1973, the staff of the State Budget Division of New York State undertook the task of creating a general model of the demand for college services. The model was derived from the theory of consumer demand, which postulates that the demand for any commodity is a function of consumers' tastes, incomes, and the relative prices they face. The 4 basic factors selected as the variables determining demand were: academic quality, social aspects of the undergraduate experience, where the school is located, and costliness. Conclusions are: (1) Academic policy does influence the decision to apply to a particular college, but the quality of the student body seems to be the most important factor in the determination of a student to apply. (2) Relative pricing policies of particular colleges are very important in determining the student's choice of where to apply. (Author/PG)

ED 093 217 HE 005 657

Smart, John M.

Innovation: The New Juggernaut? Planning for Higher Education; Vol. 3; No. 2; April 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Apr 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Change, Educational Development, *Educational Innovation, *Educational Planning, *Experimental Programs, *Higher Education, Self Help Programs, Special Degree Programs

As a working definition, innovation in the context of higher education involves substantive changes and reforms in instructional methods, the use of student and faculty time, and the process of learning. These observations are based primarily on the results in some 75 projects underway in the California State University and College System. The findings, which should have special meaning for planners, include student, faculty, and administrator reactions to innovations. Students seem to like the experimental programs in which they participate, even when assigned to them at random. Faculty participating in innovative programs generally express satisfaction with the experience and a willingness to repeat it—even though most report working far harder than they had anticipated. A variety of time-shortened degree programs and self-paced courses seem to be demonstrating that a substantial minority of students are interested in and capable of moving more quickly through their college education. As innovations take hold, changes in the higher education enterprise will follow. If existing procedures cannot accommodate innovative programs, they must be adjusted accordingly. To permit past routines to stifle the new is contrary to the fundamental spirit of American higher education. (Author/PG)

ED 093 218 HE 005 658

Brown, David G.

The Supreme Role of Faculty in Planning: Why and How? Planning for Higher Education. Vol. 3; No. 3; June 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Administrative Personnel, *Administrator Role, *Educational Administration, *Educational Planning, Faculty, *Higher Education, *Teacher Participation, Teacher Role

Identifiers—*Academic Planning Officer

The most distinctive organizational characteristic of universities is their bottom-heavy authority, the decentralized decisionmaking, and their strong reliance upon the judgments of individual faculty. The preservation of this type of structure is essential to the efficient and effective

pursuit of the university's basic mission: to facilitate discovery and personal growth. The actions of virtually all universities reflect a strong conviction that planning should be dominated by similarly trained individuals in department-like groups and that the administration should facilitate this planning by: motivating faculty to plan for themselves; liberating faculty from habitual/traditional modes of thought; being a resource/consultant person; and providing structures and formats that allow an institution to revise and redirect its plans with minimum effort. As such, the author presents ideas to help the academic planning person become the motivator, liberator, resource person, and coordinator necessary for true faculty participation. (Author/PG)

ED 093 219 HE 005 659
Bailey, Stephen K.

Human Resource Development in a World of Decremental Budgets. Planning for Higher Education; Vol. 3; No. 3; June 1974.
Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 74

Note—5p.; Speech presented at a Society for College and University Planning workshop, Nordic Hills Conference Center, Chicago, Illinois, April 17-19, 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Standards, Chief Administrators, *College Faculty, *Educational Benefits, *Educational Finance, *Educational Needs, *Higher Education, Presidents
Suggestions for improving the educational quality of institutions of higher education encompass: (1) the need for the support of chancellors, presidents, and administrators; (2) the need for faculty development through uniform pension systems or redefinition of seniority; and (3) the need for faculty enrichment through short refresher courses, sabbaticals, and travel. Each of these suggestions are aimed at improving the quality of higher education and ultimately benefiting the student. (MJM)

ED 093 220 HE 005 660
Martin, Harold C.

The Board of Trustees and the Making of Academic Policy. Planning for Higher Education; Vol. 3; No. 2; April 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Apr 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, Administrator Role, *Educational Administration, Faculty, *Higher Education, *Policy Formation, *Trustees

In order to play a proper role in the making of sound academic policy, the Board of Trustees must begin by taking itself seriously, and the first place for that is the choice of its members. It is essential that some members of the Board should be present or recent members of the professional academic community—teachers, research workers, librarians, or administrators. A judiciously constituted Board should be involved in such pivotal matters of admissions, curriculum, graduation requirements, selection, retention, promotion, tenure, and sabbaticals of faculty, leave policy, and compensation scales. In all, the role of the trustees should be policymaking, not administration, although in practice each one feeds the other. The most immediate way in which a trustee can verify the quality of faculty is being attentive to conditions of employment. Trustees must be accountable to faculty, in that they must accept the work and the often unpleasant decisions it entails. (Author/PG)

ED 093 221 HE 005 661

Kliment, Stephen A. Lord, Jane

Build If You Must, But Consider...1. Redeploying Campus Space and Time. Planning for Higher Education; Vol. 3; No. 2; April 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Facilities, *Facility Expansion, *Facility Planning, *Higher Education, Instructional Technology, *University Extension, Year Round Schools

This article cites how existing space has been used more efficiently and how institutions have acquired space in buildings that have not necessarily been used for education before. The common goal of all the solutions is to avoid resorting to new construction. The solution to redeploy campus space (and the timing of programs) depends on such variables as the institution's goals, location, financial stability, and prospects. Several brief examples are given to show what some colleges and universities have accomplished. Some of the solutions discussed include: year-round campus use; off-campus programs; new clientele; instructional technology; and time-shortened degree programs. (Author/PG)

ED 093 222 HE 005 662

Kliment, Stephen A. Lord, Jane

Build If You Must, But Consider...3. Modernization. Planning for Higher Education; Vol. 3; No. 3; June 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Campus Planning, *Educational Facilities, *Facility Improvement, *Facility Planning, *Higher Education, Site Development, Space Utilization

One way to meet the problems of space needs of new programs and a wider constituency without resorting to new buildings is to modernize available campus space. With costs of new construction steadily rising, with space on which to build dwindling and with the growing affection for old, familiar buildings on campus, modernization often serves as the ideal answer. The range of choices is a wide one, beginning with limited cleaning up, painting, recarpeting and exchange of furniture, all the way to the kind of remodeling that leaves nothing standing but the old outside walls. In between there are solutions like the one at the University of Tennessee, where some walls were taken out, big new flexible spaces created, and almost immediate moving in is possible. Despite drawbacks, modernization in its various forms is able to help hard-pressed managers of campus space to come to grips with these problems. (Author/PG)

ED 093 223 HE 005 663

Kliment, Stephen A. Lord, Jane

Build If You Must, But Consider...2. Non-Campus Facilities. Planning for Higher Education; Vol. 3; No. 2; April 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Campus Planning, Educational Facilities, Educational Technology, *External Degree Programs, *Facility Planning, *Higher Education, School Community Relationship, Surveys, *University Extension

This is the second of seven articles to address the problem of what higher education can do to meet the space needs of new programs and a widened constituency. This article explores the solution of relying actively on noncampus facilities and programs. Many institutions, to answer this problem, have begun to use the dispersed campus, outreach and external degree programs, and new technology. The Educational Facilities Laboratory has checked with 75 institutions that use noncampus facilities and have reported on them in this article. The solutions are divided into 4 categories: the dispersed campus, operating in several leased or rent-free facilities in the surrounding community; community facilities focused on specific groups in the community, such as the military or prisons; external degree programs, requiring formal facilities; and technology-based outreach programs that transmit education over distances. (Author/PG)

ED 093 224 HE 005 664

Kliment, Stephen A. Lord, Jane

Build If You Must, But Consider...4. Found Space. Planning for Higher Education; Vol. 3; No. 3; June 1974.

Society for Coll. and Univ. Planning, New York, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Building Conversion, *Campus Planning, *Educational Facilities, Facility Expansion, Facility Planning, *Found Spaces, *Higher Education, Site Development, Space Utilization

This is the fourth of seven articles to address the problem of what higher education can do to meet the space needs of new programs and a wider constituency, without resorting to new building. One way to meet space needs is to prospect for available space off campus and by means of rehabilitation or major conversion, to adapt this space to educational needs. This kind of space is known as "found space." Residential, commercial and industrial shifts in urban and suburban areas have left many large, solidly built structures vacant. Such structures are often convertible to educational uses at a cost far below that of constructing an equivalent facility new. How administrators can find and adapt such found space is reviewed in this article, along with some useful examples. (Author)

ED 093 225 HE 005 668

An International Perspective. Higher Education: Crisis and Support.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif.; International Council for Educational Development, New York, N.Y.

Pub Date Jan 74

Note—131p.; Papers presented during a three-week seminar of the Aspen Institute for Humanistic Studies and the International Council for Educational Development, Aspen, Colorado, July 1973

Available from—Director of Publications, International Council for Educational Development, 680 Fifth Avenue, New York, N.Y. 10019 (Free)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Academic Freedom, *College Faculty, Conference Reports, *Curriculum, *Educational Administration, Foreign Countries, Governance, *Higher Education, *Public Support, Universal Education

During a 3-week seminar in July 1973 at Aspen, Colorado designed to discuss the erosion of public support for higher education, presentations fell into the following categories: historical perspectives; access, higher education and employment; autonomy and systems; the professoriate; and research on higher education. Presentations included in this report discuss: the relation of higher education to society; access to higher education in Germany; access and public support; reflections on the relations between the occupational structure and higher educational systems; institutional autonomy and academic freedom; university autonomy, accountability and planning; the rise of educational systems; systems of higher education: the changing status of the Western European professoriate; the prestigious Eastern European professor; the American professor and the public; comparative research on higher education; and suggested future approaches to research on higher education. (MJM)

ED 093 226 HE 005 669

Israel, Barbara Baird

Reflections on an International Seminar. Can Higher Education Recapture Public Support?

Aspen Inst. for Humanistic Studies, Palo Alto, Calif.; International Council for Educational Development, New York, N.Y.

Pub Date Mar 74

Note—51p.; This monograph is a compilation of the major points made at a seminar of the Aspen Institute for Humanistic Studies and the International Council for Educational Development, Aspen, Colorado, July 1973

Available from—Director of Publications, International Council for Educational Development,

84 Document Resumes

680 Fifth Avenue, New York, N.Y. 10019 (Free)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*College Faculty, *Curriculum, *Educational Administration, Foreign Countries, Governance, *Higher Education, *Public Support, Universal Education

Twelve educators from eight different countries spent three weeks at the Aspen Institute for Humanistic Studies in July 1973 comparing notes on the prospects for public support of higher education. This monograph is a compilation of the major points made at the seminar. Emphasis is placed on access to higher education, curricula, the professoriate, the new structure of higher education, and higher education and public authority. (MJM)

ED 093 227 HE 005 670

Christoffel, Pamela

A Compilation of Federal Programs Financing Postsecondary Education.

National Commission on the Financing of Postsecondary Education, Washington, D.C.

Pub Date Dec 73

Note—751p.; Staff Working Paper

EDRS Price MF-\$1.20 HC-\$36.60 PLUS POSTAGE

Descriptors—Directories, *Educational Finance, Federal Aid, *Federal Programs, *Financial Support, *Higher Education, *Post Secondary Education

This document is a compilation of information about the more than 375 federal programs for postsecondary education—administered by about 23 government departments or agencies and supported by nearly \$9.3 billion in 1972 federal expenditures. This directory is organized by alphabetical arrangement of federal departments and then of federal agencies. Within each section, the descriptions of programs are arranged alphabetically by program title. Within each description, there are nine elements: program name and administering agency; authorizing legislation; authorization, obligation, and expenditure figures; program objectives and operations; eligible applicants; primary beneficiaries; available program data; federal evaluation/studies; and information sources. (MJM)

ED 093 228 HE 005 671

Perspectives and Plans for Graduate Studies. 2. Education 1973.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Report No.—74-2

Pub Date 74

Note—198p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Doctoral Degrees, Educational Planning, Enrollment, Enrollment Influences, *Graduate Study, *Higher Education, International Education, *Masters Degrees, Professional Education, *Teacher Education

Identifiers—*Canada

This report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning. This report concerns the field of graduate study in education in Canada. Recommendations include: (1) The universities should encourage the development of Master of Arts in Teaching (MAT) programs and other types of post-baccalaureate programs in education. (2) Deans of Education should establish broadly-based coordinating groups for all forms of professional study for teachers including both graduate and undergraduate work. (3) Scholarship granting bodies and educational authorities should examine the types of financial support appropriate to students of education and provide appropriate levels of support. For planning purposes figures are presented for enrollment for 1976-77 doctoral and masters programs in education. Appendices include: report of consultants; comments by universities; procedures of the planning study; and terms of reference. (Author/PG)

ED 093 229 HE 005 672

Thackrey, Russell I.

Comments on the Carnegie Commission Report: "Higher Education: Who Benefits? Who Pays? Who Should Pay?"

Pub Date 13 Nov 73

Note—30p.; Paper delivered at the annual meeting of the National Association of State Universities and Land Grant Colleges, Denver, Colorado, 1973

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Finance, *Financial Support, *Higher Education, Speeches, *State Aid, Student Loan Programs, *Tuition

This document comments on the major points of the June 1973 Carnegie Commission Report "Higher Education: Who Benefits? Who Pays?". It is suggested that an outstanding characteristic of the report is that it is full of contradictions. Many of its observations, generalized recommendations, and stated goals, are such as would command a general consensus of support by the public, and the higher education community. But many of the specific recommendations and illustrations of actions required to carry them out would if implemented have the opposite result to that viewed as desirable by the Commission. Specific topics discussed include: tuition levels, state responsibility for the institutional welfare of higher education within its borders, the tuition gap, the Carnegie Commission and institutional support, and the National Student Loan Bank. (Author/MJM)

ED 093 230 HE 005 673

Michielli, James A.

Approaches to Establishing and Improving Foreign Study Programs for American Campuses.

State Univ. of New York, Buffalo. Office of Overseas Academic Programs.

Pub Date Jun 74

Note—15p.; Updated version of a speech given at the annual meeting of the American Association of College Registrars and Admissions Officers, Cleveland, Ohio, April 20, 1972

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Improvement, *Higher Education, *Interinstitutional Cooperation, Program Development, Speeches, *Student Exchange Programs, *Study Abroad

Identifiers—Buffalo, *State University of New York

This document provides a proven framework in which successful foreign study programs have been mounted at the State University of New York at Buffalo. Emphasis is placed on program objectives, program ingredients, admissions, overseas academic evaluation, program orientations, expenses, pre-departure information, role of study abroad advisory committee, the program resident director, evaluation of programs, exploration for new programs, and publicizing programs. (Author/MJM)

ED 093 231 HE 005 674

Colvard, R. Bennett, A. M.

Patterns of Concentration in Large Foundations' Grants to U. S. Colleges and Universities ACT Research Report No. 63.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Apr 74

Note—32p.

Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Colleges, Computer Programs, *Educational Finance, *Financial Support, *Foundation Programs, *Grants, *Higher Education, Research Projects, Universities

In order to identify long-observed patterns of concentration in grants made by large private foundations to various types of colleges and universities in this country, a computer program capable of annual trend analyses was developed and utilized with data from the currently most comprehensive and accessible source, the grants index of "Foundation News." All grants reported in 1963, 1966, 1969, and 1970 and 276 foundations having most of the national assets and making most of the grants for all purposes, including higher education, were analyzed. Of these 276, each of which had assets of at least \$8 million, a range of from 112 (1963) to 184 (1970) made grants of at least \$10,000 each to a range of from 293 (1963) specifically identifiable U. S. colleges and universities. The major findings about the concentration among grantors was that each year at least 46 percent of the grants and 75 percent of the actual funds involved came from no more

than 25 of the foundations, including the Ford Foundation. Although there was a slight trend toward more widespread foundation participation in academic grantmaking, the ratio of college or university recipients per foundation stayed about 2.75 per year. (Author/MJM)

ED 093 232 HE 005 675

Holmstrom, Engin Inel

Educational Development of American Women: A Historical View.

Pub Date [73]

Note—17p.; Paper presented at the Symposium on the Development of Women Through History, International Society for the Study of Behavioral Development, Ann Arbor, Michigan, Aug 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Development, *Educational Opportunities, *Females, *Higher Education, Historical Reviews, *Sex Discrimination

This historical review describes the educational development of women in higher education. Emphasis is placed on the beginning of formal education for women, secondary and higher education, and higher education and the twentieth century. (MJM)

ED 093 233 HE 005 677

Chewning, June S.

Nuclear Engineering Enrollment and Degree Survey: Enrollments - Fall 1972; Degrees Granted - July 1965-June 1972.

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Nuclear Education and Training.

Report No.—WASH-1228(73)

Pub Date May 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Bachelors Degrees, *Degrees (Titles), Doctoral Degrees, *Engineering, *Enrollment Trends, *Higher Education, *Masters Degrees, Nuclear Physics, Statistical Data

Identifiers—*Nuclear Engineering

The Atomic Energy Commission's survey of nuclear engineering degrees granted during the 1971-72 academic year shows a continuing increase in bachelor's recipients, a slight increase in the number of master's, but a continuing decline in new Ph.D.'s. If the present rate of decline persists, by 1974 the number of new Ph.D.'s in the field will be below the output in 1965-66. There is little likelihood that a turnaround will be experienced, and fewer new Ph.D.'s can be expected each year for several years to come. Fall enrollments indicate a continuing increase at the bachelor's degree level, at least through 1972-73. Programs for undergraduates in nuclear engineering have developed rapidly during the past several years. This development can be expected to stabilize now as fewer institutions introduce the option at this level. Forty-six institutions have undergraduates majoring in nuclear engineering or taking a nuclear option within other engineering degree programs. Projecting from fall 1972 enrollments, it appears that the yearly output of master's degrees may have leveled off from a generally increasing production since 1965-66, and may be expected to decline slightly in 1972-73. Included in the fall of 1972 survey was a questionnaire regarding placement of graduates. Apparently, little difficulty was found at all levels in placing graduates in this country, including a high percentage of the foreign nations. (Author/MJM)

ED 093 234 HE 005 678

Weatherby, George B.

Closing the Loop: Emerging Roles for Financial Officers of American Colleges and Universities.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date 12 Jul 74

Note—15p.; Speech prepared for the 1974 annual meeting of the National Association of College and University Business Officers (Boston, Massachusetts, July 10-12, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Administrative Personnel, *Budgeting, Colleges, *Educational Finance, *Higher Education, *Policy Formation, Speeches, Universities

Higher education is part of a world that is rapidly changing. This observation is discussed in

relation to a study by the National Center for Higher Education Management Systems and the National Commission on the Financing of Postsecondary Education. Emphasis is placed on policy formulation and implementation at the institutional level. The budgetary process is seen as the vehicle that has the greatest potential for manifesting and resolving policy formulation concerns - implying a new role for budget and financial officers. (Author/MJM)

ED 093 235

HE 005 679

King, John T.

Evaluation and Accountability: Management Problems in Higher Education.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date 11 Jul 74

Note—Sp.; Speech delivered at the 1974 annual meeting of the National Association of College and University Business Officers (Boston, Massachusetts, July 10-12, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Accountability, *Educational Planning, *Educational Quality, *Evaluation, *Higher Education, Management, Speeches

The questions of evaluation and accountability are major issues in today's education. The responsibility of higher education is to prove that it has a purpose and is adequately fulfilling it. Continuous searching, revision, and checking are necessary, but given the leeway to work, higher education can be more effective in helping to build a better world. (Author)

ED 093 236

HE 005 680

Jenny, Hans

Measuring Financial Distress.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date 10 Jul 74

Note—17p.; Speech delivered at the annual meeting of the National Association of College and University Business Officers (Boston, Massachusetts, July 10-12, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Administration, *Educational Finance, *Financial Policy, *Financial Problems, *Higher Education

How does one tell which higher education institutions should go out of business? The National Commission on the Financing of Post-Secondary Education took the view that financial distress was only in part a financial problem. An essential key to the problem is a determination of the financial impact of educational objectives. Institutional survival is inextricably linked to institutional policy, and if institutional policy does not somehow mesh into the overall educational scheme of things—which includes public policy concerns and needs—institutional survival will sooner or later come into question, or at least into difficulties. The Commission's major recommendation on the subject was that there be developed a set of national standard indicators to determine the relative financial health of the different types of postsecondary educational institutions. There should be a method for reporting budget information programmatically so that one might observe what happens to specific programs when money flows change; furthermore, there should be ways to determine how specific educational activities affect educational outcomes so that there will be some evidence on how much disappearing monies weaken the educational effort. It is quite appropriate for the federal government to play the role of stabilizer and even the role of subsidizer to aid higher education institutions. The appendix includes charts related to the text. (Author/PG)

ED 093 237

HE 005 681

Rankin, Alan C.

Alternative Tuition Pricing Arrangements.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date 11 Jul 74

Note—6p.; Speech presented at the annual meeting of the National Association of College and University Business Officers (Boston, Massachusetts, July 10-12, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Economics, *Educational Finance, *Financial Support, *Higher

Education, Post Secondary Education, Speeches, *Student Costs, *Tuition

This document discusses alternative tuition pricing arrangements in higher education. Reference is made to National Commission on Financing Postsecondary Education generalizations that would enable policymakers to anticipate the likely consequences of their decisions. These generalizations suggest: (1) aid to reduce tuition will accomplish less in improving access that the same amount applied to student grants awarded on the basis of financial need; (2) increases in the price the student must pay result in decreases in enrollment; decreases in price result in increases in enrollment; (3) increased spending for student grants would result in proportionately larger increases in enrollment in private colleges than in the public; (4) expanding student access through increased student aid would require institutions to seek supplemental financial assistance to meet additional costs. (Author/MJM)

ED 093 238

HE 005 682

Green, John L., Jr.

National Cost Standards-For What Purpose?

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date 11 Jul 74

Note—Sp.; Speech delivered at the 1974 annual meeting of the National Association of College and University Business Officers (Boston, Mass., July 10-12, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cost Effectiveness, Educational Benefits, *Educational Finance, *Higher Education, Management, *Program Costs, *Resource Allocations, Speeches

Cost benefit analysis may in the future become a valuable tool for management in higher education, provided the benefits of acquiring a body of knowledge can be defined. Since higher education is not subject to the disciplines of the marketplace in the sense that private business is, we need to find other reasons for influencing our decisions on the effective use of resources and the benefits derived. Just staying in the black at year-end is not a sufficient measure of successful financial management. The full costs of programs and the benefits derived from these programs must be analyzed. (Author/MJM)

ED 093 239

HE 005 685

Coordination or Chaos? Report of the Task Force on Coordination, Governance and Structure of Postsecondary Education.

Education Commission of the States, Denver, Colo.

Report No—ECS-R-43

Pub Date Oct 73

Note—123p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Educational Needs, *Governance, *Higher Education, *Postsecondary Education, Reports, *Statewide Planning

This document reports on the findings of the task force on coordination, governance, and structure of postsecondary education. Major conclusions are: (1) The states have the preeminent responsibility for postsecondary education. (2) Each state should insure and promote a variety of postsecondary educational opportunities. (3) Particular attention must be paid to the changing population characteristics and social expectations that face postsecondary education in the period ahead, including a leveling-off or decrease in the traditional college-age population. (4) An effective coordinating agency or governing agency should have broadened responsibility for the range of postsecondary education, concern for educational innovations and new forms of educational "delivery," and concern for articulation. (5) In states with multiple statewide postsecondary agencies dealing with state plans and/or dispersal of state and federal funds, these activities should be coordinated by one central coordinating agency. (6) Each state should determine levels of authority and responsibility of coordination and governance and should develop state plans suggesting levels of decisionmaking consistent with that authority. (7) Planning and its effective implementation are the key to effective

coordination and governance. (8) The legislative and executive branches of government should support planning and coordination through an appropriate state educational agency. (Author/MJM)

ED 093 240

HE 005 686

Blanch, Lloyd E., Ed.

Education for the Professions.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [58]

Note—321p.

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Business Administration, *Higher Education, Journalism, *Lawyers, *Medical Education, *Professional Education, *Professional Personnel, Teacher Education, Theological Education

The objectives of this publication are to cover the principal forms of professional education and to inform the public on education for the professions. Most of the chapters were originally published as articles in the Office of Education periodical, "Higher Education". The general pattern of the chapters on the several fields of professional education includes: (1) a brief description of the profession and its personnel; (2) a description of the development and current status of education for the profession; and (3) a statement about some problems in the particular field of professional education. Lists of schools are included where they are available and not excessively long. Selected references suggest additional reading for those who desire further information. The appendix includes U.S. census figures for the professions. (Reproduced from best available copy.) (Author/PG)

ED 093 241

HE 005 688

Perspectives and Plans for Graduate Studies. 8. Anthropology 1974.

Council of Ontario Universities, Toronto; Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—94p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Anthropology, *Educational Planning, *Higher Education, *International Education, *Masters Degrees, Planning, Statistical Data

Identifiers—*Canada

At the present time there are two graduate programs in anthropology in Ontario. An examination of the 3-year plans submitted in 1972 revealed that several universities in Ontario were proposing master's work in anthropology. It was decided to place master's work in anthropology under provisional embargo until a "mini-planning assessment" had taken place; therefore this study deals only with master's work. This study recommends that the plans for master's work in anthropology in the province consist of six programs. The appendixes include the report of the anthropology discipline group and the roles of the Advisory Committee on Academic Planning and of the Discipline Groups. (Author/PG)

ED 093 242

HE 005 689

Perspectives and Plans for Graduate Studies. 9. Political Science 1974.

Council of Ontario Universities, Toronto; Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—293p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Admission Criteria, Counseling, *Doctoral Programs, Educational Needs, *Educational Planning, Faculty, *Graduate Study, *Higher Education, Masters Degrees, Planning, *Political Science, Statistical Data

Identifiers—*Canada

The following report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning of the Council of Ontario Universities. The emphasis

of the report is on forward planning, and it is hoped that the implementation of the recommendations will help to ensure more ordered growth and development of graduate studies in Ontario's universities. Recommendations include: (1) Political Science departments consider the advantages of offering new types of Ph.D. programs. (2) The employment patterns and needs of provincial and local governments be more fully studied and exploited than at present. (3) More adequate and regularized counselling be provided to graduate students in connection with career opportunities. (4) No new Ph.D. programs be instituted in the province during the next five years and more rigid admission procedures and selectivity prior to and during the first year of graduate work be encouraged. Appendixes include: report of the consultants, response of the discipline group, comments by universities, membership of discipline group, and an approach to estimating faculty requirements. (Author/PG)

ED 093 243 HE 005 695

Horton, Larry N. And Others
Undergraduate Student Housing Needs at Stanford, 1974-1984.
Stanford Univ., Calif.
Pub Date Jul 74

Note—113p.
EDRS Price MF-\$0.75 HC-\$4.40 PLUS POSTAGE

Descriptors—*Campus Planning, *College Housing, Dormitories, Enrollment Projections, Enrollment Trends, *Higher Education, *Housing Needs, *Residential Colleges, Statistical Data, Student Needs, Undergraduate Study

The Stanford residence system is one of the most varied, programmatically and physically, of any university in the country. In 1973-74, there were 64 distinct residences to which undergraduates were assigned. The scope of this study is whether or not Stanford University is denying many undergraduate students participation in its residence programs. This document is an attempt to present the reports and data about the student housing situation in coherent language. It should also serve as a basis for the decision on the construction of new residences. Contained in this document are sections covering a historical perspective, recommendations, estimates of needed new housing spaces, quality of new housing, timetables, paying for new housing, and an annotated bibliography on undergraduate residential housing. Appendixes include demand calculations, factors outside Stanford, reports of overbuilding at other institutions, and a description of the draw process. Statistical tables accompany the text. (Author/PG)

ED 093 244 HE 005 696

National Professional Accrediting Agencies: How They Function.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date [74]

Note—100p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven Connecticut 06516 (Stock Number 381-12078, \$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Standards, *Accreditation (Institutions), *Agencies, *Agency Role, *Certification, *Higher Education

This document includes 21 professional accrediting agencies and presents an overview of the agency; constituency of the accrediting body; responsibility of the accrediting body; procedures used in accreditation; and policy statements, guidelines or principles adhered to by the accrediting body. Appendixes include the organizational elements of recognized accrediting agencies, composition of site visit teams of recognized accrediting agencies, procedures followed by recognized agencies in development of standards and major policies, and institutional opportunity for input in decisionmaking on accredited status. Addresses for each agency are included. (MJM)

ED 093 245 HE 005 698

Collier, Douglas J.
Higher Education Finance Manual. Technical Report No. 53. Field Review Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date 74

Note—156p.

Available from—Western Interstate Commission for Higher Education, The National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Accountability, Accounting, Decision Making, Educational Accountability, *Educational Administration, *Educational Finance, *Financial Policy, Financial Services, *Higher Education, *Manuals

The primary goal of the Higher Education Finance Manual project is to assist in higher education decisionmaking as it relates to the need for and the use of financial information. The objectives of this manual are to: (1) provide uniform definitions and procedures for displaying and reporting those financial data used most often in higher education decisionmaking; (2) describe formats for the display and reporting of institutional financial data that logically organize those data specifically for the needs of planning and management; (3) provide explanations of the uses and limitations of higher education financial data provided in those formats so users of the information will better understand its significance and how it can be applied. Topics covered include: the balance sheet, fund balances, understanding financial reports, fund source/use schedules, and implications for accounting systems. (Author/PG)

ED 093 246 HE 005 699

Holdberg, Robert D.

The Dresch-Goldberg VTL Simulation Model.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date 1 Jun 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Finance, *Financial Needs, *Higher Education, Income, Models, Simulation, Statistical Data, Student Costs Identifiers—*Income Contingent Loans

The recent financial crisis faced by American universities has led to the reevaluation of current forms of financing higher education and has created interest in previously untried methods. One such scheme proposed in the early 1960's—income contingent loans—has received increasing attention; implementation of such loan programs requires either practical experience, which is only now becoming available, or the ability to predict the financial outcome of programs using a systematic modeling approach. The Dresch-Goldberg VTL Simulation Model is designed to fulfill this need, providing flexibility in manipulating the parameters that control the financial outcome of such programs. The structure and computer implementation of the model is described in this article. (Author)

ED 093 247 HE 005 700

LeFranc, Robert

The Combined Use of Radio and Television and Correspondence Courses in Higher Education. (European University and Post-University Distant Study Systems).

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 73

Note—158p.

Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France (\$6.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Correspondence Courses, *Educational Television, *Higher Education, *Instructional Media, International Education, Telecourses, *Televized Instruction, Television Curriculum

Identifiers—*Distant Study Systems

The 1960's witnessed in Europe the development of distant study systems based, to begin with, essentially on radio and/or television together with correspondence courses. In secondary education these included the German Telekolleg and the French RTS Promotion, produced under the auspices of the Office Français des Techniques Modernes d'Education; the success of both of which now seems assured, following that of the Italian Telescuola, an experiment brought to a halt by the Italian Radio and Television Corporation. But it is above all at the postsecondary level that initiatives have

flourished, pilot projects being launched that have more often than not led to the establishment of systems that have lasted and are fast expanding. The original subject of this study was the combined use of radio/television with correspondence courses in higher education. It has been broadened to take in all multimedia distant study systems at the postsecondary level, in consequence of the general intrinsic development of these systems, in which radio/TV and correspondence courses are less and less frequently the only media used. The analyses contained in this book concentrate on those systems already in operation or projected that have been studied by the Council of Europe. (Author/PG)

ED 093 248 HE 005 702

de Wolf, Virginia A.

Student Ratings of Instruction in Postsecondary Institutions: A Comprehensive Annotated Bibliography of Research Reported since 1968. Volume 1. Educational Assessment Center Project 264.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Jun 74

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Bibliographies, Educational Research, Evaluation, Faculty Evaluation, *Higher Education, Instruction, *Student Attitudes, Student Opinion, *Student Teacher Relationship, *Teacher Evaluation

This 220-item bibliography is the first in a series of reports summarizing research in the evaluation of instruction by students in postsecondary institutions. Articles published since January 1968 and collected by this author before May 1974 furnish the contents. Only research on student ratings of instruction in a postsecondary setting and correlates of such student ratings are included—no pure theory or discussions of possible models for the student ratings of instruction nor research on just administrator's or faculty's ratings of instruction are included. And only research resulting from actual instructional situations are deemed acceptable—results from experimental research settings are not. No quality judgments are made on any of these research findings. The various appendixes with their specific topic headings include: research related to the development, construction and validation of the student rating forms; institutions rated in the articles; specific rating forms employed in the research; student ratings of institution correlated with faculty characteristics and attributes; student ratings of instruction related to similarities between professor/course and student; ideal ratings of instruction and relationships between real and ideal; documentation of changes provoked by the use of student ratings of instruction; and student ratings of instruction correlated with certain characteristics of the course itself. (Author/PG)

ED 093 249 HE 005 703

Topping, James R.

Cost Analysis Manual. Field Review Edition. Technical Report No. 45.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—HEW-OS-70-129

Pub Date 74

Note—541p.

Available from—Western Interstate Commission for Higher Education, The National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—*Accountability, *Cost Effectiveness, Costs, Educational Accountability, *Educational Finance, *Higher Education, Organizational Effectiveness, Program Costs, *Resource Allocations

The costing procedures in this manual have been selected to give postsecondary educational institutions a way to determine the full cost of resources used in achieving institutional objectives. The procedures have been tested by a limited number of institutions within a wide range of activities, and are being released in a field review edition at this time to promote further testing and evaluation. Recognizing that institu-

tions conduct different kinds of cost studies for various purposes, this manual has not identified one particular set of procedures to cover all situations. Those institutions and agencies wishing to adopt a unique set of cost reporting or analysis procedures will need to do so in the context of the specific requirements being addressed. Appendixes include: glossary, program classification structure activity centers, personnel activity survey forms, capital cost study, and support cost allocations illustrated with sample data. (Author/PG)

ED 093 250 HE 005 704

Cliff, Rosemary

Interdisciplinary and Multidisciplinary Programs: Attitudes and Experiences of USC [University of Southern California] Faculty.

University of Southern California, Los Angeles. Office of Institutional Studies.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—USC-OIS-74-1

Pub Date Mar 74

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrator Attitudes, *College Faculty, *Higher Education, Institutional Research, *Interdisciplinary Approach, *Research Projects, *Teacher Attitudes

Identifiers—*University of Southern California

In conjunction with a comprehensive faculty questionnaire, a sample of University of Southern California faculty were asked about their experiences with, attitudes toward, and opinions regarding multidisciplinary and interdisciplinary research programs. One-third of the faculty reported experience with both interdisciplinary and multidisciplinary research, 17 percent had experience with multidisciplinary research only, and 14 percent reported only interdisciplinary research experience. The balance of 36 percent were divided into 17 percent with no experience in either type of research and 19 percent non-respondents to this item. Analyses were made of the attitude and opinion items relative to the types of experience the faculty reported. Overall the faculty indicated a mildly favorable attitude toward both types of research. They gave higher ratings to the type of research with which they had experience. Those who had experience with both multidisciplinary and interdisciplinary research viewed them with equal favor. The organizational structure and reward systems of the university were seen as neutral to both types of research, although the USC administration was perceived as favorable and the faculty expect to see more of both in the near future. (Author)

ED 093 251 HE 005 706

Davis, Jerry S.

Student Financial Aid Needs and Resources in the SREB [Southern Regional Education Board] States: A Comparative Analysis.

Southern Regional Education Board, Atlanta, Ga. Pub Date [74]

Note—150p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.50)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*College Students, Comparative Analysis, *Educational Finance, Financial Needs, *Higher Education, State Aid, *Student Costs, *Student Loan Programs, Student Needs

Identifiers—*South

This document reports on the ability of students and parents in the South to pay for the costs of education. The financial barrier that inhibits the education of many citizens and the efforts of state governments, federal government, and the postsecondary institutions to eliminate the barrier are described. Highlights indicate: (1) The financial aid needs of the full-time undergraduate students in the colleges, universities, and public vocational-technical schools in the SREB (Southern Regional Education Board) states exceed \$1.08 billion. (2) Over \$828 million in financial aid from all sources is available to undergraduates. However, because not all aid is distributed among institutions in proportion to student financial needs, the unmet financial need or additional aid required exceeds \$339 million. (3) The need for additional financial aid is greatest at the 4-year nonpublic colleges. (4) The students

from families with incomes of less than \$6,000 per year have the largest unmet need, 34 percent of the total. (5) Federal student aid programs are the largest single source of aid to students in the SREB states, contributing over 27 percent of all available aid. (6) Almost 34 percent of the total available aid is in the form of loans. (7) If all student financial aid were made available on the basis of need and distributed to students in proportion to their need, unmet financial need would be reduced by 23 percent. (Author/MJM)

ED 093 252 HE 005 708

Curry, Denis J. And Others

Financial Support of Higher Education in Washington: A National Comparison.

Washington State Council on Higher Education, Olympia, Washington.

Pub Date Feb 74

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Finance, Enrollment Trends, *Financial Support, *Higher Education, National Surveys, *State Aid, Statistical Data, *Tables (Data)

Identifiers—*Washington

This report indicates financial support of higher education in Washington as compared to other states. Tables are presented concerning: (1) combined state and local expenditures for higher education per equivalent full-time students; (2) percentage of student enrollment in public institutions to total population; (3) percentage of private enrollment to total student enrollment; (4) combined state and local appropriations per \$1,000 of per capita personal income; and (5) combined state and local appropriations on a per capita basis. (MJM)

ED 093 253 HE 005 709

Wing, Paul McLaughlin, James N.

An Overview and Guide to the Use of the Statewide Measures Inventory. Technical Report 48B. Field Review Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—68p.; For a related document, see HE 005 710

Available from—Western Interstate Commission for Higher Education, The National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Administration, *Educational Coordination, Educational Needs, *Educational Planning, *Higher Education, *Statewide Planning

The Statewide Measures Inventory is essentially a list of items of information, along with concise definitions and other information of interest relevant to statewide postsecondary education planning and management. It has been designed primarily for use by state level postsecondary education planners and decisionmakers. The primary objective of the inventory is to improve and simplify communication through increased standardization of terminology and usage. Secondary objectives are to provide assistance to those concerned with developing and designing data bases and information systems, and to suggest ways that statewide planning and decisionmaking might be improved through the identification of problems and issues to which the measures of the inventory are relevant. Although the inventory was developed in the context of statewide planning and decisionmaking, it may prove valuable to institutional and national planners and decisionmakers as well. Because of the wide variety of patterns of planning and decisionmaking responsibilities in the 50 states, an early decision was made not to attempt to serve any particular planning, management, or resource allocation system, but instead to focus on rather general, broadly applicable planning and management needs. The result is the current focus on general state level concerns that are widely held to be major problems areas in the 50 states, but are not closely related to particular management system or styles. (Author)

ED 093 254 HE 005 710

McLaughlin, James N. And Others

Statewide Measures Inventory. An Inventory of Information Relevant to Statewide Postsecondary Education Planning and Management. Technical Report 48A. Field Review Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—375p.; For a related document see HE 005 709

Available from—Western Interstate Commission for Higher Education, The National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.75 HC-\$1.40 PLUS POSTAGE

Descriptors—*Educational Administration, *Educational Coordination, Educational Needs, *Educational Planning, *Higher Education, Planning, *Statewide Planning

The Statewide Measures Inventory is essentially a list of items of information along with concise definitions and other information of interest, relevant to statewide postsecondary education planning and management. It has been designed primarily as a working document for use by state level postsecondary education planners and decisionmakers. The primary objective of the inventory is to improve and simplify communication through increased standardization of terminology and usage. Secondary objectives are to provide assistance to those concerned with developing and designing data bases and information systems, and to suggest ways that statewide planning and decisionmaking might be improved through the identification of problems and issues to which the measures in the inventory are relevant. It should be emphasized that the inventory is not by itself a useful planning and management tool. It does provide a start toward the standardization of terminology for postsecondary education planning and management, and it suggests ways of linking this terminology to a variety of general statewide concerns. However, with respect to the tasks of analyzing specific statewide problems and issues and developing operational information systems, the inventory is at best a point of departure or frame of reference. (Author)

ED 093 255 HE 005 711

Bailiff, Norman Lynn, Jr. Christian, C. E.

Attributes, Attitudes, and Aspirations: A Statistical Profile of the Current Freshman Class at UC [University of California] Irvine.

California Univ., Irvine. Student Affairs Office of Studies and Research.

Pub Date Jun 74

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College Freshmen, *College Students, *Higher Education, Questionnaires, Research Projects, Statistical Data, *Student Attitudes, *Student Characteristics

Identifiers—*University of California Irvine

This study presents an analysis of the responses of University of California, Irvine freshmen to the 1973 Student Information Form, a questionnaire developed by the American Council on Education. Part 1 compares UC Irvine freshmen with freshmen attending other universities. Part 2 analyses responses by school or program of enrollment. Data collected concerned patterns of achievement, biographic data, political orientation, social issues, educational issues, expectations of university experiences, postgraduate plans, and goals for life. (MJM)

ED 093 256 HE 005 712

Ruskin, Robert S.

The Personalized System of Instruction: An Educational Alternative. ERIC/Higher Education Research Report No. 5. 1974.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—50p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Curriculum Development, Educational Innovation, *Educational Technology, *Higher Education, *Individualized Instruction, Instructional Innovation, Instructional Media, *Programed Instruction
Identifiers—*Personalized System of Instruction, PSI

Over the past decade, momentum has been gathering for the development and application of a variety of approaches to the instructional process that emphasize mastery and self-pacing by the student. Included are approaches such as programmed instruction, computer-aided instruction, and individually prescribed instruction. This review considers one such approach that is being used more and more widely in higher education, the Personalized System of Instruction (PSI). This paper describes the brief history of PSI and its basic conceptual ingredients and provides an in-depth look at a typical PSI classroom. It also reviews research that compares PSI to more traditional forms of instruction, identifies information programs and knowledgeable individuals, and speculates on the future of PSI. (MJM)

ED 093 257 HE 005 713
Trivett, David A.

New Developments in College Transfer. ER-IC/Higher Education Research Currents.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Colleges, *Educational Needs, *Higher Education, *Transfer Policy, *Transfer Programs, Transfers, *Transfer Students, Universities

The issues and problems associated with transferring from one educational institution to another have existed for some time. This article reports on developments that may increase the flexibility and improve the efficiency of college-university transfer. Following a discussion of the numbers, types, and problems of transfer students, emphasis is placed on efforts to facilitate the transfer process. These efforts include: (1) institutionalization of the process through committees, conferences, and periodic reports; (2) state transfer policies; and (3) private college transfer programs. Additional areas of concern that accompany an awareness of the transfer situation are discussed including: the special needs of military students and transfer of credit of vocational, technical, or career courses from a 2-year or proprietary institution. (Author/MJM)

ED 093 258 HE 005 715
Christian, C. E.

A Comparison of Resident and Non-Resident Student Perceptions of UC [University of California] Irvine.

Pub Date Oct 73

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Environment, *College Students, *Commuting Students, Educational Quality, *Higher Education, *Student Attitudes, Surveys

Identifiers—College and Environment Scales Survey, *University of California Irvine

The College and Environment Scales Survey (CUES) was administered during the winter of 1973 to students who had completed at least four quarters at the University of California (UC) Irvine campus. This report indicated student perceptions of the atmosphere of the campus according to the resident or nonresident status of the student. Emphasis is placed on scholarship, awareness, community, practicality, propriety, campus morale, quality of teaching, and faculty student relationship. Results indicated that resident

and nonresident students show more similarities than differences in their perceptions of UC Irvine. However, they do demonstrate significantly different perceptions in some measures of practicality, community, awareness, propriety, and campus morale. If the findings from the sample are projected to the 80 percent of Irvine's students who are nonresidents, several conclusions can be drawn. The nonresident students are less involved in student groups and activities, but they maintain a greater social and political awareness than do residents. Resident students have a more positive view of the administration and maintain a greater sense of community than do nonresidents. For the study of the whole UC Irvine campus, see HE 005 716. (MJM)

ED 093 259 HE 005 716

Bernstein, Melvin H.

Student Perceptions of the Campus Atmosphere at UC [University of California] Irvine.

California Univ., Irvine. Student Affairs Office of Studies and Research.

Pub Date Jul 73

Note—42p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College Environment, *College Students, Educational Quality, *Higher Education, *Student Attitudes, *Surveys
Identifiers—College and Environment Scales Survey, *University of California Irvine

The College and Environment Scales Survey (CUES) was administered during the winter of 1973 to students who had completed at least four quarters at the University of California (UC) Irvine campus. The survey, designed to investigate the students' perception of the atmosphere of the campus, dealt with such campus conditions as the levels of scholarship, morale, community, practicality, propriety, awareness, and the quality of teaching and faculty-student relationships. Results indicated that students believe their overall experience at Irvine to be enriching and stimulating; however, students indicated disappointment with the lack of group spirit, tradition, and friendliness that is commonly expected at college. For a comparison of resident and nonresident student perceptions of UC Irvine, see HE 005 715. (MJM)

ED 093 260 HE 005 719

Physical Education, Kinesiology, and Related Areas 1974.

Council of Ontario Universities, Toronto.; Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—178p.; Related documents are HE 005 533, 563, 603, 604, 647, and 671

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 Canada (\$5.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Curriculum Planning, *Graduate Study, *Higher Education, Interinstitutional Cooperation, *Physical Education, Program Descriptions, Program Planning, *Statewide Planning, Universities

Identifiers—*Canada

This report is one of a series of disciplinary planning assessments for graduate studies in Ontario, Canada, concerning physical education, kinesiology, and related areas. Recommendations suggest: (1) There should be a limited number of discipline oriented Ph.D. programs focused on the generation of knowledge appropriate to sociology of sport, exercise physiology, and psychomotor behavior. (2) There should be a limited number of discipline-oriented master's programs. (3) The number of professionally oriented master's programs should be increased. (4) The universities should give serious consideration to the consultants' recommendations that not all titles of graduate degrees in this area include the phrase "physical education" but that the title reflect the character of the program. (5) While recognizing the general importance of part-time study for master's degrees, there be no programs specifically designed for part-time study for specialized professional master's degrees or doctoral degrees. (6) A specialized masters program in the theory of coaching should be planned for future implementation. (7) Planning for the future at the doctoral level could include an additional program in exercise physiology and one in

social science of sport. (8) The universities offering graduate programs maintain close contacts with a view to sharing limited resources. Additional recommendations concerning various universities are included. (MJM)

IR

ED 093 261 IR 000 618

Little, Robert David, Ed. And Others

Cataloging, Processing, Administering AV Materials. A Model for Wisconsin Schools. Revised, 1974.

Wisconsin Library Association, Madison. Wisconsin Association of School Librarians.

Pub Date 74

Note—63p.

Available from—Wisconsin Library Association, 201 W. Mifflin Street, Madison, Wisconsin 53703 (WLA Members, \$3.00; Nonmembers, \$4.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Audiovisual Aids, *Cataloging, *Instructional Media, Library Materials, *Library Technical Processes, Manuals, School Libraries, Standards

The Wisconsin Association of School Librarians has produced a manual for standardized processing of all nonprint media, based on two principles: (1) the media should be centralized, organized, and administered for maximum access; and (2) content is more important than form. Definitions, cataloging, processing, housing, circulation, and care are covered for each kind of material. The media included are games, filmstrips, flat graphics (art prints, charts, maps, pictures, study prints), kits, models, films, realia, records, slides, sound filmstrips, tapes, transparencies, and videotapes. There are many illustrations of catalog cards and treatment of materials. A short bibliography is appended. (LS)

ED 093 262 IR 000 707

Casey, Genevieve M. Darling, Richard L.

Alternate Futures for the Public Library. Intellectual Freedom and the Librarian.

Michigan Univ., Ann Arbor. School of Library Sciences.

Pub Date 74

Note—24p.; The Fifth Annual Alumnus-in-Residence Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Censorship, Cultural Centers, Educational Programs, *Futures (of Society), Information Services, *Librarians, *Library Services, Speeches

Identifiers—*Intellectual Freedom, Library Bill of Rights

In the first of two speeches presented here, Genevieve M. Casey examines alternate futures for the public library, on the assumption that, if it is to remain viable, the public library must move forward in not one, but several directions, or futures. Of the many possibilities, Ms. Casey selects four already-functioning concepts as the most clearly indicated: the public library as a nontraditional agency of education; as a multifaceted information and referral center; as a rehabilitation center for the shut-in and institutionalized—all helpless people in our society; and as a community cultural center. In the second speech, Richard L. Darling emphasizes the librarian's important role in the guardianship of intellectual freedom. A brief overview of censorship attempts shows that suppression of a given work may be demanded for political or social motives, as well as for sexual content. Darling then outlines the growing militancy of librarians on this issue, dating from the American Library Association's 1939 statement of Libraries' Bill of Rights. Although library organizations are making a strong defense of intellectual freedom, Darling concludes that the real responsibility still rests with the individual librarian. (SL)

ED 093 263 52 IR 000 728

Whitfield, Ronald M.

The Efficient Allocation of Resources by the State to Systems of Public Libraries. Supplement to Final Report.

Pennsylvania Univ., Philadelphia. Graduate School of Arts and Sciences.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date May 74

Grant—OEG-0-8-080802-4687(095) BR-8-0802

Note—231p.; Ph.D. Dissertation, University of Pennsylvania; For related documents, see ED 035 421 and ED 071 727

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Budgeting, Doctoral Theses, Financial Policy, *Financial Support, *Models, Operations Research, Performance Criteria, *Public Libraries, *Resource Allocations, *State Aid, State Standards, Use Studies

Identifiers—*Library Funding, New York

The problem of the efficient allocation of State aid for libraries within a fixed budget constraint was studied. A management science (operations research) approach was utilized. Two basic models were developed: an allocation model to determine the amount of State aid to be received by each library system and a model that predicts library use as a function of State aid and other variables. The measure of performance used in this research as a proxy variable for library use was the number of exposure counts. These models were built, their parameters estimated, and their structure tested and validated for the case of one illustrative State, New York. Finally, it was shown how these models could be combined for policy making purposes. (Author)

ED 093 264 IR 000 734

Hug, William E., Ed.

Strategies for Change in Information Programs.

Pub Date Feb 74

Note—373p.

Available from—R. R. Bowker Order Department, P. O. Box 1807, Ann Arbor, Michigan 48106 (\$13.95)

Document Not Available from EDRS.

Descriptors—*Change Strategies, *Information Science, *Information Needs, *Information Systems, Library Automation, Library Programs, Library Research, *Library Science, Media Selection, Media Specialists, Organizational Change, Search Strategies, Social Change, Use Studies

Part I of this two-part book examines "the subtle and ubiquitous nature of change." The purpose of the first group of readings is twofold. First, the works of Wasserman, Meadow, McNally and Downs, Pettinger and Zapol, and Steere comment and report on needs, obstructions, and futures of many aspects of library-media-information programs and personnel. Second, the works of Evers, Victoria, Bailey, Tallmadge and Shearer, Gagne, Boulding, and Hug represent a limited sample of the diverse and sometimes difficult to interpret information that can help professionals better understand the forces that move forward library-media-information programs. Part 2 examines "alternative strategies or ways to aim at a moving target." The alternatives selected for this group of readings are samples of the general and specific problems created or aggravated by the speed of change. Articles by Atherton, Beilke, Louis and Metzger, Weaver, Hill, Homme, Shera, Kuehl, Wolek, Tosti and Ball, Weinthal and Rotberg, and Hug are included. (WCM)

ED 093 265 IR 000 739

Educational Institutions: Terminology. Turkey.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date May 74

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Definitions, *Glossaries, *Instructional Program Divisions, *Public Schools, *Schools, Turkish, *Vocabulary

Identifiers—*Turkey

Prepared from interviews with personnel of the Turkish Ministry of National Education, and other educational administrators in that country, this publication provides a guide to the terminology used to name the types of public educational institutions found in Turkey. Private educational institutions, military schools, higher schools attached to universities and academies, and training centers belonging to various ministries are not included. For each type of school, listing is made by the Turkish name and the following information

is provided: English name equivalent, supervising ministry (other than the Ministry of National Education), instructional level, normal age group served, duration of studies, terms used for class or year groups, examinations given, degree or diploma granted, outlet (normal activity of graduating students), and titles of school staff. Additional explanatory comments may be appended. (SL)

ED 093 266 IR 000 740

Kenney, Brigitte L., Ed.

Cable Television for Librarians.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Pub Date Apr 73

Note—185p.; Proceedings of Institute on Cable Television for Librarians (Philadelphia, Pennsylvania, September 1972)

Journal Cit—Drexel Library Quarterly; v9 n1&2 Jan-Apr 1973

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Cable Television, Community Action, *Conference Reports, Information Needs, Institutes (Training Programs), Laws, Librarians, Library Networks, *Library Planning, *Library Programs, *Public Libraries, Role Playing, Video Tape Recordings

Identifiers—Interactive Cable System, TICIT, Time Shared Interactive Computer Controlled Inform

In September 1972, a federally-funded 3-day institute was held, under the auspices of the Drexel University Graduate School of Library Science, to acquaint librarians from local State and Regional public libraries with current developments in the cable television field as they affect library planning and activities. The program utilized several different formats: formal presentations with reactor panels, hands-on experience with videotape equipment, a videotaped case study and role playing activity, and small group discussions of participants' current activities and problems with cable TV. Panels dealt with assessing information needs in a given community, ordinances and franchises, the regulatory process, networking via cable, and the Interactive Cable System (TICIT). This report provides a summary of the presentations and panel discussions and a description of the videotaped role playing activity "Cable Comes to Midtown." (SL)

ED 093 267 IR 000 745

Cavert, C. Edward

An Approach to the Design of Mediated Instruction.

Association for Educational Communications and Technology, Washington, D.C.; Nebraska Univ., Lincoln. Great Plains National Instructional Television Library.

Pub Date 74

Note—721p.

Available from—The Association for Educational Communications and Technology, 1201 16th Street, N. W., Washington, D. C. 20036

Document Not Available from EDRS.

Descriptors—Guides, Instruction, *Instructional Design, Instructional Materials, *Instructional Media, Instructional Systems, *Instructional Technology, Instructional Television, Manuals, *Systems Approach, Television

Identifiers—Contingency Management, *Mediated Instruction, Project ASERT

A detailed examination of the many facets and interrelated steps requisite to the rational design, production, and operational management of a validated learning experience mediated by technology is presented. The eight phases in instructional design within which the book operates are: 1) the frame of reference within which the instruction must be contained; 2) the target population which must be completely identified and characterized; 3) the needs, both learner and instructional; 4) the goal for instruction; 5) the strategy with respect to the sequence of an approach to instruction; 6) the essential and necessary structure; 7) a stimulus as a mediation to the desired response; and 8) diagnosis to determine how effective and consistent the instruction was. The final section outlines the dissemination of an instructional design with respect to implications of testing, disposition, and use of diagnostic results. An extensive glossary is provided. (WH)

ED 093 268 IR 000 746

Holland, James G. And Others

The Use of Learning Principles in Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Apr 74

Note—6p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, Course Content, *Course Descriptions, Course Organization, *Curriculum Development, Curriculum Evaluation, Curriculum Guides, Educational Strategies, Educational Technology, Education Courses, Graduate Students, Individualized Curriculum, *Individualized Instruction, *Instructional Design, *Teacher Education

Identifiers—*Individually Prescribed Instruction, Keller (Ralph), Personalized Instruction

A course was designed to teach the use of learning principles in the development of teaching materials reflecting the best in the present state of the "theory of instruction." Based on Keller's Personalized Instruction System, the course aimed to establish in students a working knowledge of behavioral principles, the ability to discriminate among a broad range of educational materials teaching widely different learning tasks, and the ability to produce educational materials. There are 34 units in the course, designed for self-paced instruction. The course went through three trails, the first two with curriculum specialists and graduate students in education and the final trail—hands-off field test—with 46 undergraduates at Emerson College. The evaluation of the course consisted principally in criterion questions administered as a pretest and as a posttest. The percent gain was in all instances high, but with the undergraduates the final scores were not completely satisfactory, a fact attributed to the lack of monitoring. The material should produce competence in critical judgement and production of curriculum materials for graduate students. (WH)

ED 093 269 IR 000 748

Secondary School Libraries in Australia. A Report on the Evaluation of the Commonwealth Secondary Schools Libraries Program.

Queensland Univ., Brisbane (Australia). Dept. of Education.

Pub Date 72

Note—384p.

EDRS Price MF-\$0.75 HC-\$18.60 PLUS POSTAGE

Descriptors—*Evaluation, Librarians, Library Collections, Library Facilities, Library Services, Library Surveys, *National Surveys, *School Libraries, *Secondary Schools, Statistical Data, Tables (Data), *Use Studies

Identifiers—*Australia

An extensive evaluation was made of secondary school libraries in Australia at the end of each of two 3-year funding periods. A multitude of figures, charts, tables, and graphs were compiled to document the evaluation. The two major areas examined were provision of library facilities and use of library facilities. In the first area allocation of funds, buildings, materials collections, staff, and service were evaluated separately. In the second area student use of library facilities were treated separately from teacher use. The surveys, questionnaires, and other tools used in the evaluation are supplied in the appendices. (WH)

ED 093 270 IR 000 751

A Survey of the Attitudes, Opinions and Behavior of Citizens of Colorado with Regard to Library Services. Secondary School and College Student Summary. Volume 2.

Colorado Market Research Services, Inc., Denver; Colorado State Library, Denver.

Pub Date May 74

Note—65p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—College Libraries, College Students, *Information Needs, Interviews, *Library Services, *Library Surveys, Public Libraries, School Libraries, Secondary School Students, *State Surveys, *Student Attitudes, Tables (Data), Use Studies

Identifiers—*Colorado

As part of a larger State survey of public attitudes toward libraries in Colorado conducted in 1973, this report presents data gathered from interviews with a subsample of 154 secondary school, college, junior college, and university students. The initial section of this report deals with

how, when, and why students use all types of libraries. The next three sections focus on student evaluations of the libraries available through their schools and their evaluations of the local public libraries available to them. Section 5 focuses on particular public library services, including a number of proposed services which are examined for student perceptions of availability, use, or potential usefulness. The following section deals with student attitudes toward libraries in general and the purpose libraries should fulfill. The last section reports findings on types of information which students feel are useful or desirable to have available, as well as their tendency to use a library for any of their information needs on a particular topic. (Author/SL)

ED 093 271 95 IR 000 752

Tennison, Robert D. Steve, Michael H.
Classroom Concepts: Learner Strategy Versus Instructional Strategy. Final Report.
Florida State Univ., Tallahassee. Computer Applications Lab.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-2-D-027

Pub Date Dec 73

Grant—OEG-4-72-0015

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—College Students, Concept Formation, *Concept Teaching, Grade 7, Grade 8, Intermediate Differences, Memorizing, *Organization, *Prompting, *Sequential Learning, Serial Learning

In the first of three studies, separately reported, the effects of prompting and sequencing on a science concept task were studied with college students. The data analysis showed that the prompting procedure was significantly different from a no-prompting condition; prompting seemed to negate the effect of the defined concept instructional sequence. The second study used college psychology students to examine concept learning under the variables of prompting and sequencing. The findings indicated that the prompted/sequenced treatment resulted in less time to complete the task and with fewer errors. The third study used seventh and eighth graders to study the effect of prior memorization of either examples or non-examples on concept formation. While there were no significant results, the three prior-memorization groups spent less time reaching criterion in the training program, but took significantly more total instructional time than did the no-prior-memorization group. (WH)

ED 093 272 IR 000 753

Randolph, J. Peter
Educational Uses of Cable Television.

Pub Date 14 May 74

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cable Television, Closed Circuit Television, Educational Assessment, *Educational Television, Futures (of Society), Instructional Innovation, *Instructional Technology, Multichannel Programming, Open Circuit Television, *Public Policy, Telecourses

Cabletelevision (CATV), if properly applied, can increase and enhance educational opportunities. FCC regulations allow free educational access to cable television. CATV has the capacity to dedicate more than one channel to education; this can provide a greater variety of educational programming with repetition throughout the day. A second educational channel could be used to handle educational administrative matters. Indeed, CATV can link the school with homes to deliver information to home-bound students or to adult learners. Moreover, CATV systems can link schools to public agencies and institutions as well as the home. However, despite the fact that educators have made little use of CATV, the "Vincennes Project" together with Grand Junction, Colorado, and Oregon State University provide three examples of innovative and successful uses made of CATV by educators. Finally, "leased access channels," and the "two-way" interactive CATV will enhance the potential of educational uses of cable television. (WCM)

ED 093 273 IR 000 754

Randolph, J. Peter
CATV Copyright Controversy.

Pub Date 5 Apr 74

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cable Television, *Copyrights, *Federal Laws, Futures (of Society), *Public Policy, Revenue Sharing

The ultimate decision to impose copyright liability on CATV operators must be based on how the public interest can best be served. Two public interests must be balanced. First, the public is interested in the best possible variety and reception of television programming for the greatest number of people. Second, the public is interested in encouraging artists to create for television. CATV operators say these goals cannot be accomplished without exemption from copyright liability. On the other hand, copyright owners will be less willing to produce if CATV operators have no copyright liability. Some proper mixture of the Communications Act of 1934 and the Copyright Act of 1909 must be found. The copyright revision bill proposed in Congress by Senator McClellan seems to offer such a compromise. Under the McClellan proposal, copyright owners would receive a reduced but reasonable amount of compensation for use of their programs in areas where the public interest outweighs the copyright owner's interest. Where CATV serves as a "fill-in," no copyright liability is imposed, but copyright owners are expected to benefit from the increased viewing audience that such "fill-ins" provide. (WCM)

ED 093 274 IR 000 755

Long Range Program for Georgia Public Libraries.

Georgia State Dept. of Education, Atlanta. Public Library Service.

Pub Date 74

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Administrative Organization, Library Cooperation, *Library Planning, Library Programs, *Library Services, Library Standards, Master Plans, *Needs, *Objectives, Public Libraries, School Libraries, State Libraries, *Statewide Planning

Identifiers—*Georgia, Georgia Library Information Network

The development of each area of Georgia's long range plan required the identification of present and projected needs, the definition of objectives and action plans to meet those needs, establishment of periodic evaluation procedures, dissemination of information, coordination with all types of libraries and their programs, allocations of funds for services and construction, and interlibrary cooperation. The Delphi Technique of Forecasting the direction libraries will take in the next 10 years was used by the state agency in determining the goals and objectives for the program. A brief review of the current activities in the state's academic and school libraries, the state Division of Public Library Services (DPLS), and the Georgia Library Information Network (GLIN) provide a background for the statement of needs and of goals and specific objectives projected through 1982. Criteria for project management and library construction programs are outlined. Appendixes include state library organization charts. (SL)

ED 093 275 IR 000 756

Laird, Dugan

A-V Buyer's Guide. A User's Look at the Audio-Visual World. Second Edition.

National Audio-Visual Association, Fairfax, Va.

Pub Date 74

Note—47p.

Available from—National Audio-Visual Association, Inc., 3150 Spring Street, Fairfax, Virginia 22030 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Educational Technology, *Guides, Instructional Technology, Media Selection, Merchandise Information, Standards

The revised second edition has been expanded and updated. The first section examines six common questions: 1) selecting the medium, 2) selecting the vendor, 3) standardization in the industry, 4) performance standards, 5) facilities design, and 6) maintenance. The second section looks at each type of audiovisual equipment now on the market. Described are the functions, capabilities, some question a buyer might ask, and

some tips in effective utilization. Finally, the summary is a list of hints astute audiovisual users keep in mind at all times. (WCM)

ED 093 276 IR 000 757

Haycock, Ken, Comp.

Free Magazines for Teachers and Libraries 1974. Ontario Library Association, Toronto.

Pub Date 74

Note—64p.

Available from—Ontario Library Association, 2487 Bloor Street West, Toronto 9, Ontario, Canada (\$4.00)

Document Not Available from EDRS.

Descriptors—*Catalogs, *Instructional Materials, *Library Materials, *Periodicals, Secondary Grades, Supplementary Reading Materials

Identifiers—*Free Materials
This list of free North American and British periodicals is designed to support the curriculum in junior and senior secondary schools and to serve as a resource for teachers and teacher-librarians. The criteria for inclusion were the content, the frequency per year (at least twice), and the value to the teacher and student. Although the list is not annotated, it is selective in as much as all titles were examined and fewer than 700 of more than 4,000 were included. Complete ordering information is given within the subject index citations. Only one subject heading has been assigned to each title; wherever possible the Sears list was used. An alphabetical title cross-reference is also provided. (Author/SL)

ED 093 277 IR 000 758

EMPC 8th Annual Survey and Analysis of Educational Media Producers' Sales 1973.

National Audio-Visual Association, Fairfax, Va. Educational Media Producers Council.

Pub Date 74

Note—24p.

Available from—Educational Media Producers Council, 3150 Spring Street, Fairfax, Virginia 22030 (\$42.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Educational Technology, *Guides, Manufacturing Industry, Merchandise Information, *Surveys

Identifiers—Educational Media Procedures Council

The eighth annual survey conducted by the Educational Media Producers Council (EMPC) is presented, detailing the net dollar sales of educational audiovisual and other nontextual media. The survey, conducted by an independent market research firm for EMPC, includes data gathered from over 200 audiovisual producers, who range in size from divisions of large textbook publishing houses and film companies to the smallest film-strip producer. The survey shows total sales of nontextbook instructional materials rose to \$227.2 million, a 2.4 percent increase over 1972. (WCM)

ED 093 278 IR 000 759

Kline, John A. And Others

VIC: A Computer Analysis of Verbal Interaction Category Systems.

Missouri Univ., Columbia. Dept. of Speech and Dramatic Art.

Pub Date Apr 74

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Classroom Observation Techniques, *Computer Programs, *Interaction Process Analysis, Lesson Observation Criteria, Observation, *Program Descriptions

Identifiers—*Flanders Systems of Interaction Analysis

VIC is a computer program for the analysis of verbal interaction category systems, especially the Flanders interaction analysis system. The observer codes verbal behavior on coding sheets for later machine scoring. A matrix is produced by the program showing the number and percentages of times that a particular cell describes classroom behavior. Various operations can then be performed on the matrix to produce information on different groups or combinations of categories. Revisions are currently being made so that VIC can be used generally with category systems other than Flanders. (WH)

ED 093 279 IR 000 760

Rochell, Carlton C.

Information Explosion/Deprivation Implications for New Towns.

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Pub Date 74

Note—26p.; For related document see IR 000 761

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Cable Television, *Community Programs, Disadvantaged Groups, Educational Planning, *Information Centers, Information Science, Information Systems, Library Planning, Municipalities, Planned Community, *Public Libraries, Regional Planning, State of the Art Reviews, *Technological Advancement, Technology

Identifiers—Information Explosion

The "information explosion" has produced a confused state in society; we have both information deprivation and alienation in the midst of all of our technological advances. Many towns are finding that the predicted wonders of cable television have not materialized and that the average citizen is not interested. But information and knowledge centers are developing in many communities with the goal of providing interaction and information programs, mediating between various segments of the community, and supplying groups with knowledge of public issues. Growth of these centers should continue so long as the managers reject the myths that profits can be made from selling information, that hardware is the key, and that we already know what information is wanted and needed. It is recommended that: 1) a model for community planning be developed, 2) a national information number be established, 3) a national study be commenced, 4) information reach the local communities so they may make better decisions, and 5) the public library be investigated for its proper role. (WH)

ED 093 280

IR 000 761

Bardwell, John

Information Delivery Systems—The Alternative of Cable TV.

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Pub Date 74

Note—38p.; For related document, see IR 000 760

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Cable Television, *Community Planning, *Educational Planning, Information Networks, Information Scientists, Information Systems, Instructional Television, Public Television, State of the Art Reviews, *Video Equipment

Cable television offers great benefits in its large information carrying capacity, its local and selective character, and its two-way capability. A key fact in the history of cable television is that in 1971 the FCC required that one channel be reserved for educational use. Planning for the "wired city" has presented problems for both town planners and educators on how to use the new technology. Wiring the cities, two-way systems, satellites, and common carrier status are other dimensions of cable television to be considered. Subscriber response services and shared voice and video services are the two likely forms of cable television in the future. It is recommended that: 1) training programs for "Information Outreach Specialists" be established, 2) educators be oriented to the potential and availability of the public access channels, 3) the general public be informed of the capability of cable television, 4) small planning teams be established in each region of the country, and 5) health personnel be notified of cable television's uses. A glossary is included. (WH)

ED 093 281

IR 000 762

Richards, Berry Oakey, Joseph H.

Information Systems for Nontraditional Study; The State-Of-The-Art.

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Pub Date 74

Note—33p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—College Libraries, College Students, *External Degree Programs, Information Centers, *Information Systems, *Librarians, *Library Extension, Public Libraries, *State of the Art Reviews, University Extension, University Libraries

Identifiers—*Open University, University Without Walls

The information systems of nontraditional education are examined. Case studies illustrate the variation in nontraditional programs: Open University of Pennsylvania, British Open University, Prince George's County Library (Maryland), University Without Walls-Skidmore, Empire State College-Saratoga, Minnesota Metropolitan State College, and Cambridge Public Library. After this, public libraries, academic libraries, noncampus degree students, and new technology are discussed. Conclusions and recommendations about these new developments with libraries are made. (WH)

ED 093 282

88

IR 000 763

Fabisoff, Sylvia G. And Others

An Introduction to Information and Information Needs: Comments and Readings.

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-RD-2-1301

Pub Date 73

Grant—OEG-0-72-5405

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Anthologies, Definitions, Delivery Systems, Information Dissemination, *Information Needs, Information Science, Information Systems, Research Methodology, *State of the Art Reviews, Use Studies

A group of readings was collected to provide a background on the problems of identifying information needs. The readings are divided into four parts: General Aspects and Concepts of Information, Studies of User Information Needs, Critiques of Use and User Studies, and an epilogue. Each part contains a general introduction and a selection of readings. An appendix of survey tools and an extensive bibliography conclude the document. (WH)

ED 093 283

IR 000 764

The New Media and Public Communication: Can We Survive the Electronic Revolution?

Boston Univ., Mass. School of Public Communication; Hancock (John) Mutual Life Insurance Co., Boston, Mass.

Pub Date 74

Note—15p.; Proceedings of a Symposium held at School of Public Communication, Boston University, in conjunction with John Hancock Life Insurance Company's 1973 Awards For Excellence Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cable Television, *Communication Problems, *Journalism, Mass Media, *Media Technology, News Reporting, Speeches, *Symposia, Technological Advancement, Television Identifiers—Boston University, John Hancock Life Insurance Company

John Hancock Life Insurance Company and Boston University sponsored a symposium on the new media and public communication. The keynote address by Frank Shakespeare was on the unconscious bias of network news. Three speakers discussed citizen access to information and television channels with reference to First Amendment rights and FCC regulations. Next three businessmen spoke of communications in the future and its effect on marketing, management systems, and corporate organization. Following this, a panel discussed the new media and its effects on journalism and journalists. Arthur Stambler warned the symposium that excessive governmental regulation is on the verge of destroying cable television. The impact of the new communication technology on the balance between society's need for information and the citizen's right to privacy was examined by legal, academic, and industry specialists. Closing the symposium, Peter Goldmark explored the ramifications of distributing people and resources by means of communications technology. (WH)

ED 093 284

88

IR 000 765

"Learning to Use the Tools": Media Learning Resources at UCLA. Report of the Media Learning Resources Committee.

California Univ., Los Angeles. Media Center.

Pub Date Jun 74

Note—74p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Advisory Committees, Conference Reports, *Educational Resources, Facility Utilization Research, Higher Education, Instructional Materials Centers, *Instructional Media, *Instructional Technology, Media Selection, Media Technology, *Universities Identifiers—UCLA, *University of California at Los Angeles

A Media Learning Resources Committee was appointed by the Chancellor to study the use of media at UCLA and to make recommendations concerning its role in the university. Section 1 of the committee report presents the conclusions derived from the policy/program recommendations and operational suggestions of section 2. These are supported by background information in section 3. There the present status, reasons for change, and a conceptual basis for planning are presented. The appendixes contain the Carnegie Commission recommendations on instructional technology in higher education, an outline of UCLA's media resources and activities, a discussion of some new technology, and general policy considerations. (WH)

ED 093 285

IR 000 766

Dailey, K. Anne

Compressed Speech: Potential Application for Air Force Technical Training. Final Report, August 73-November 73.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-27

Pub Date Apr 74

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Instructional Technology, Language Research, Phototape Recordings, Speech, *Speech Compression, *Technical Education, *Time Factors (Learning)

Identifiers—*United States Air Force

Time-compressed speech (also called compressed speech, speeded speech, or accelerated speech) is an extension of the normal recording procedure for reproducing the spoken word. Compressed speech can be used to achieve dramatic reductions in listening time without significant loss in comprehension. The implications of such temporal reductions in the educational setting are that time savings can be used functionally to review, repeat, or extend the material which was originally presented. This report includes a definition and description of compressed speech techniques as they have been evolved, a discussion of certain methodological issues engendered by the current literature, a summary of selected literature (grouped by system topics), and a discussion of current and potential studies, possible applications, and general recommendations concerning the impact of compressed speech on technical training in the Air Force. (Author)

ED 093 286

IR 000 767

Marshall, Wes And Others

FIESTA: Minority Television Programming.

Arizona Univ., Tucson.

Pub Date 74

Note—138p.

Available from—The University of Arizona Press, Box 3398, Tucson, Arizona 85722 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Audiences, Ethnic Groups, Mexican Americans, *Minority Groups, *Program Evaluation, *Programming (Broadcast), Program Planning, Television, *Television Research, Television Surveys, Television Viewing Identifiers—Arizona, *Project FIESTA, Tucson

The suggestions for planning, running, and evaluating minority television programming presented in this handbook are based on the experience and example of the FIESTA project (Tucson, Arizona). After initiating the reader into the topic of minority programming, the document discusses the following topics: broadcast research, origins of the FIESTA project, defining the minority audience, audience research methods, preproduction audience research, promotion, format and content, production from the producer-director's view, management, production from the anthropologist's view, integration of research and production, integration of the project and the community, final research results, and assessment of the project. The statistical results of the FIESTA research and surveys are provided. (WH)

ED 093 287 IR 000 768

Gröner, Leo H. Goel, Amrit L.

Data Management Systems for Structured Information Retrieval. Interim Report.

Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—RADCR-TR-73-410

Pub Date Feb 74

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Computer Programs, Cost Effectiveness, *Data Bases, *Data Processing, *Digital Computers, *Information Retrieval, Program Costs, *Program Design, Technical Reports
 Identifiers—Griffiss Air Force Base, *Reliability Analysis Center

In this study the advantages and problems involved in using Generalized Data Management Systems (GDMS) to expand the capabilities of information retrieval (IR) systems are investigated. In particular, the design of a Data Manager-I (DM-I) based system for the Reliability Analysis Center (RAC) at Griffiss AFB, Rome, New York is studied. A design methodology involving a cost criterion is developed. Total system cost and use cost components for each potential system output is explored. System cost is then obtained as a function of these cost components and user demand for outputs. This methodology is then applied to a set of design problems relevant to GDMS/IR data base design. A proposed data base for RAC embodying the solutions to these problems is then given. (Author)

ED 093 288 IR 000 770

Educational Institutions—Terminology: Norway.

Council for Cultural Cooperation, Strasbourg (France). Ad Hoc Committee for Educational Documentation and Information.

Report No.—DECS-DOC-74-13

Pub Date 5 Jun 74

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Definitions, *Glossaries, *Instructional Program Divisions, Norwegian, *Public Schools, *Schools, *Vocabulary, Vocational Schools

Identifiers—EUDISED, European Documentation and Information System, *Norway

This publication is a guide to the terminology used to name Norwegian public educational institutions, both academic and vocational. For each type of school, listing is made by the Norwegian name and the following information is provided: English name equivalent, instructional level, normal age group served, duration of studies, terms used for class or year groups, examinations given, degree or diploma conferred, outlet (normal activity of graduating students), and titles of school personnel. Additional explanatory comments may be appended. (SL)

ED 093 289 IR 000 771

International Council on Archives, Microfilm Committee. Bulletin 1.

International Council on Archives. Microfilm Committee.

Pub Date 72

Note—58p.; For related document see IR 000 772; Published by the National Archives of Hungary, Budapest

Available from—Microfilm Committee, International Council on Archives, Budapest 1, Pf. 3, Hungary

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Archives, *Information Dissemination, Information Storage, *International Organizations, International Programs, Media Technology, *Microfilm, *Microreproduction, National Programs, Preservation, Records (Forms), Reprography, Research Tools, Resource Materials

Identifiers—Canada, Genealogy, Germany, Hungary, India, Mormons, Spain, Yugoslavia

The Microfilm Committee of the International Council on Archives grew out of various international meetings which began in 1966 with a congress on "Archives for Scholarship—Encouraging Greater Ease of Access." Meetings since then have resulted in recommendations that (1) archives and records should be fully microfilmed and widely distributed for use by researchers; (2) member countries should publish lists of their microfilm; and (3) a group should be established

to coordinate microfilm technology information, assist archivists, and issue the present bulletin. This first issue includes a history of the organization; recommendations; a list of corresponding members; articles on microfilm programs in Canada, Hungary, the German Federal Republic, India, Spain, and Macedonia (Yugoslavia); a description of the Mormon genealogical records microfilm holdings; a short item on book cradles used during filming; and technical articles on microfilm salvage after floods and the cause and prevention of microfilm blemishes. Summaries in French, Spanish, and German are provided for some of the articles. (LS)

ED 093 290 IR 000 772

International Council on Archives, Microfilm Committee. Bulletin 2.

International Council on Archives. Microfilm Committee.

Pub Date 73

Note—61p.; For related document see IR 000 771; Published by the National Archives of Hungary, Budapest

Available from—Microfilm Committee, International Council on Archives, Budapest 1, Pf. 3, Hungary

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Archives, *Information Dissemination, Information Storage, *International Organizations, International Programs, Media Technology, *Microfilm, *Microfilm, Microform Readers, *Microreproduction, National Programs, Preservation, Records (Forms), Regional Programs, Reprography, Resource Materials

Identifiers—Canada, Great Britain, Palestine, Saudi Arabia, Southeast Asia, Sweden

The second bulletin of the Microfilm Committee of the International Council on Archives begins with a short history of the origins of the committee. A brief discussion of the committee's 1972 Moscow meeting follows, as does the table of contents of a book on microfilming standards which is being developed by the committee to be published by UNESCO. A list of committee members and corresponding members is provided. Other articles cover: the microfilm clearinghouse of the Southeast Asian Regional Branch of the International Council on Archives; micro photography in Great Britain's Public Records Office; the microfilming of Palestine records at the London Public Records Office; microfilm terminology; microfilming of Zambian archives; the microfiche system at the Canadian archives; microdeterioration of microfilm; the microfilm section at the King Abdul Aziz University in Saudi Arabia; a Swedish report on microfilm; and specifications for microform viewers. Abstracts in French and Spanish for some of the articles are appended. (LS)

ED 093 291 IR 000 773

Nowak, Geraldine D.

Literature Searches: Audio-Visual Aids and Computer Assisted and Programmed Instruction In: Medical Education, Nursing Education, Allied Health Occupation Education, and Dental Education.

National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Apr 74

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, *Bibliographies, *Computer Assisted Instruction, *Health Occupations Education, Medical Education, *Programmed Instruction

Identifiers—Dental Education, Medical Literature Analysis and Retrieval System, MEDLARS, National Library of Medicine, Nursing Education

Four computer-generated bibliographies were produced by the Medical Literature Analysis and Retrieval System (MEDLARS) of the National Library of Medicine (NLM). The bibliographies, prepared on the basis of selections of significant current interest of the subject matter for substantial audience, covered subsets of the general topic area of audiovisual aids and computer assisted and programmed instruction: Medical Education, Dental Education, Nursing Education, and Allied Health Occupation Education. Each citation is listed together with the descriptors selected from the NLM's list of medical subject headings under which the article was referenced. (WDR)

ED 093 292 52 IR 000 774

Kitchens, James A. And Others

A Community Cultural Arts Center Merging Public and School Library Services in Olney, Texas: A Research and Demonstration Project.

Final Report.

North Texas State Univ., Denton. Dept. of Sociology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—396-71091

Pub Date 21 Jan 74

Grant—OEG-0-72-0773

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Innovation, *Interinstitutional Cooperation, *Library Cooperation, *Library Extension, Library Facilities, Library Planning, Library Surveys, Public Libraries, School Libraries

Identifiers—Olney Project, Texas

During the second year of the Olney Project three major tasks were accomplished. Various solutions were found to the social, legal, administrative, library, and financial problems encountered in the nontraditional delivery of library services. The administrative machinery necessary to supervise effectively a community wide coordinated library program was set up. Three community surveys, one of students and faculty at the Olney schools and two of randomly selected adults, were conducted. Policies, bylaws, and constitution were established to give guidelines to the new library. Several means were used to disseminate information about the project to the community and to other interested professionals. Detailed descriptions of these accomplishments are appended. (WCM/JY)

ED 093 293 IR 000 775

Logan, Robert And Others

Technical Literature Review Concerning Management Information Systems. Interim Report for Period 19 March 1973-19 June 1973.

Air Force Human Resources Lab., Brooks AFB, Texas.; Texas Univ., Austin. Computer-Assisted Instruction Lab.

Report No.—AFHRL-TR-74-50

Pub Date May 74

Note—44p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Administrative Personnel, *Annotated Bibliographies, Data Bases, Information Systems, Literature Reviews, *Management Information Systems, Management Systems, Military Training, Personnel Data

Identifiers—AFSC, Air Force Human Resources Laboratory, American Friends Service Committee

The literature was reviewed to obtain sources of information relevant to the feasibility and utility of on-line data management systems, in support of the management and planning efforts in the research and development environment of the Air Force Human Resources Laboratory. The intended audience was middle- and upper-level management personnel. Documents were selected that would familiarize such personnel with the context and interrelationships of the many aspects of management information systems (MIS); that is, with how analysis, design, operation, evaluation, and user considerations affect MIS. The formal documentation of the literature reviewed resulted in this annotated bibliography of 112 references. (WDR)

ED 093 294 IR 000 776

Computers in Education Resource Handbook. Second Printing (With Revisions and Additions).

Oregon Univ., Eugene. Dept. of Computer Science.

Pub Date Jun 74

Note—508p.

Available from—Department of Computer Science, University of Oregon, Eugene, Oregon 97403 (\$10.00 plus \$0.50 shipping and handling)

EDRS Price MF-\$0.90 HC-\$24.60 PLUS

POSTAGE

Descriptors—*Computer Oriented Programs, Computer Programs, *Computers, Computer Science, *Computer Science Education, Data Processing, *Education, *Educational Equipment, Educational Technology, Electronic Data

Processing, Programing, Resource Guides,
Time Sharing
Identifiers—University of Oregon

A lack of comprehensive up-to-date textbooks designed specifically for use in the computers in the education field motivated the development of this resource handbook. There are major sections entitled: computers in education; teaching about computers; the computer as an aid to learning; the computer as a teacher; the computer as a classroom management tool; administrative uses of computers; computing facilities; computers in special education; computers in research; and in-service training. Each chapter begins with an introductory overview and concludes with a section of abstracts of relevant articles. There are extensive lists of additional information sources, including books, periodicals, nonprint materials, people, and institutions. (WDR)

ED 093 295

IR 000 777

International Directory of Programmed Instruction.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—191p.

Available from—United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France (\$5.75)

Document Not Available from EDRS.

Descriptors—Books, Computer Assisted Instruction, Conferences, *Directories, Educational Research, *International Organizations, International Programs, Media Research, *Organizations (Groups), *Programmed Instruction, *Publications, Questionnaires, Research, Teaching Machines

Information about 31 countries' activities in the field of programmed instruction is compiled in this directory. The information has been grouped for each country under three headings: 1) organizations and activities (centers, activities, specialized publishers, periodicals, professional organizations, manufacturers of teaching machines, training organizations, and documentation centres); 2) publications (books, articles, bibliographies); and 3) research and applications (research, published programmed courses, and computer-assisted instruction). No material is included dating from before 1968. (WCM)

ED 093 296

IR 000 778

Seidel, R. J.
Hardware Technology for Computers in Education: One of the Soluble Problems.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-7-74

Pub Date May 74

Note—12p.; Paper presented at the Teaching Session of the American Psychological Society (Atlantic City, New Jersey, April 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, *Computers, Equipment, Program Costs, *State of the Art Reviews, Technological Advancement

The state-of-the-art of hardware technology for computers in education is discussed. The choices that are available to the user, and the questions the user must ask himself before making a choice of computer hardware, are explored. An example of the costs of a central computer system for educational use is presented. (Author)

ED 093 297

88

IR 000 779

Hairston, Major T. Cooper, Muriel F.
Visual Imagery: A Means for Improving Self-Concept. 1973 Evaluation.

Wilmington Board of Public Education, Del.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—124p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Communication Skills, *Culturally Disadvantaged, Elementary School Students, *Evaluation, Photography, Program Evaluation, Self Actualization, *Self Concept, Self Esteem, Student Evaluation, Visual Learning, *Visual Literacy

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Visual Imagery

A third-year study was made to evaluate visual imagery as an educational technique for effective learning with culturally disadvantaged students.

The major objective was to improve self-concept of 9-, 10-, and 11-year-old inner-city pupils using the motivational forces of filmmaking and cultural experiences to improve the ability of the children to communicate and evaluate ideas. Pre- and posttest scores from the Piers-Harris Children's Self Concept Scale were collected from both experimental and control groups. The findings showed: (1) improved self-concept at better than .05 level of significance and at .02 level of significance over the control group, (2) improved personal and group relationships, (3) improved self-expression, (4) increased class attendance, and (5) positive changes in establishment behavior patterns by students as a result of participation in film group activities. This study recommends continued and expanded evaluation design strategies to include and benefit more children. (WCM)

ED 093 298

88

IR 000 781

Education for Survival. A Project Under Title II Elementary and Secondary Education Act of 1965 for Fiscal Year 1973, School Year 1973-1974.

Westminster School District 50, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—420p.

EDRS Price MF-\$0.75 HC-\$19.80 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, Bookmobiles, *Catalogs, *Environmental Education, Films, Filmstrips, *Instructional Materials, *Library Collections, Mobile Classrooms, Program Descriptions

Identifiers—Education For Survival, EFS, Elementary Secondary Education Act Title II, ESEA Title II

Education for Survival (EFS) was a project, funded under ESEA Title II, to provide elementary and secondary school teachers in District 50 of Colorado with multimedia materials on environmental education. Materials were stored and delivered to the schools in a mobile educational resources center/classroom (ECO-EMM). The bulk of this document consists of an annotated listing of the instructional media and kits carried in the ECO-EMM. Listing is by call number, with grade level, subject and title indexes, plus a separate title list of 16mm films. The EFS project proposal is appended. (SL)

ED 093 299

IR 000 782

Hamilton, Carl H.

Ownership and Use of Instructional Materials Produced on the Oral Roberts University Campus.

Oral Roberts Univ., Tulsa, Okla.

Pub Date Mar 74

Note—7p.; For related document see IR 000 783; Paper presented at the National Conference on Higher Education (March 10-13, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Audiovisual Aids, *College Curriculum, *College Faculty, Copyrights, *Dial Access Information Systems, *Instructional Materials

Identifiers—*Oral Roberts University

Oral Roberts University opened in 1965 with an audiovisual Dial Access Information Retrieval System designed to provide basic course information to students. After the novelty and problems of the start, the system has progressed to the point where over half of the general education course work is now offered by the systems approach—creating a savings of 28.5 faculty. As part of the employment contract faculty members are urged to use a systems approach and are given released time to produce materials. The university, through its instructional materials center and other offices, helps with programs, materials, and copywriting. Ownership of material resides with the faculty member, but it is agreed that the university may use the material indefinitely without charge. If institutional support were lower, these arrangements could be patently unfair to the faculty. (WH)

ED 093 300

IR 000 783

Hamilton, Carl H.

Ownership and Use of Instructional Materials Produced on the Oral Roberts University Campus. Supplementary Materials.

Oral Roberts Univ., Tulsa, Okla.

Pub Date Mar 74

Note—12p.; For related document see IR 000 782; Paper presented at the National Conference on Higher Education (March 10-13, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Dial Access Information Systems, Electronic Equipment, *Higher Education, Instructional Aids, *Instructional Materials Centers, *Instructional Technology, Program Descriptions, Universities

Identifiers—*Oral Roberts University

A year-by-year sketch of the development and implementation of the dial access system for instructional support and enrichment at Oral Roberts University is presented. After this, the learning systems and facilities which utilize the electronic educational media are described. Two organization charts of the university are given. (WH)

ED 093 301

IR 000 784

Mitchell, Jerry C. DuVall, Charles R.

A Study Comparing the Opinions of Music Publishers and Music Educators Concerning Copying of Extra Parts.

Pub Date Jul 74

Note—94p.; A few pages of the appendixes have marginal legibility

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Copyrights, Information Dissemination, *Music Education, Music Teachers, *Publishing Industry, Questionnaires, *Rephotography, Surveys

A study was made to present the opinions of educational music publishers regarding music educators making single copies of individual parts of purchased arrangements. Some 50 educational music publishers together with 50 band directors and 50 choral directors were surveyed by questionnaire. Based on the data collected, the analyses made, and the findings reported, the following conclusions were drawn: (1) the law is quite clear, there is no reason for any music educator to make any unauthorized copies of any parts of any music; (2) the results confirm that music educators do make unauthorized copies, and that music publishers are aware of this practice, but to date have taken no legal recourse toward remedying this situation; (3) variations in the standard instrumentations used by music publishers are sufficient to dilute the value of ordering standard instrumentation; and (4) music publishers and educators are in basic disagreement in their opinions concerning the seriousness of making copies of parts. The study recommends that: (1) music educators cease making unauthorized copies of music; and (2) publishers should provide a clear definition of what parts are included with a publisher's arrangements when they are advertised. Further recommendations are included. (WCM)

ED 093 302

IR 000 785

Perraton, Hilary And Others

The International Extension College, 1972-1973. Second Annual Report.

International Extension Coll., Cambridge (England).

Pub Date 73

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Annual Reports, *Correspondence Study, *Developing Nations, *Extension Education, *Instructional Television, International Organizations

Identifiers—Africa, Bangladesh, *International Extension College, Mauritius College of the Air
The projects, goals, and purposes of the International Extension College are presented in this second annual report. According to this report, the purposes of the organization are the facilitation of nonformal education in the Third World using three-way teaching—the integrated use of correspondence, broadcasting, and face-to-face tuition. The major project reported as implementing these goals is the Mauritius College of the

Air. The development and operation of this extension college is described. Other smaller or less-developed projects in Botswana, Lesotho, Nigeria, other African countries, and Bangladesh are reported. The activities of the home office in England to provide information, training, and research are described. The philosophy and general goals of the organization conclude the report. (WH)

ED 093 303 IR 000 788

Ely, Donald P.

Evaluation of Leadership Training Institute, 1972-73.

Syracuse Univ., N.Y. Center for the Study of Information and Education.
Pub Date 31 Oct 73

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Evaluation Methods, Interviews, Leadership Training, *Library Programs, *Media Specialists, Professional Training, *Program Evaluation, Summative Evaluation, *Training

Identifiers—Bureau of Libraries and Learning Resources, Leadership Training Institute, United States Office of Education

The purpose of the evaluation is to inform the Leadership Training Institute (LTI) staff how well they performed their responsibilities during 1972-73. The procedures for gathering information on which the evaluation is based include: (1) a personal interview with each LTI staff member; (2) personal interview with appropriate Bureau of Libraries and Learning Resources, United States Office of Education (BLLR/USOE) staff; (3) telephone interviews with directors of 1972-73 institutes; and (4) a review of products produced. Because of the unavailability of participants' names and addresses, in addition to lack of time and money, only four members of the LTI staff, two representatives of the BLLR/USOE and 10 directors were interviewed during July, August, and September 1973. All available products were reviewed during August and September 1973. The conclusions and recommendations include: (1) most of the 1972-73 goals for LTI were achieved to a fairly high degree; and (2) the establishment of more realistic, less global goals is recommended. Detailed conclusions are listed, along with recommendations, in addition to appendixes. (WCM)

ED 093 304 IR 000 789

Smith, Joshua I., Ed.

Library and Information Services for Special Groups.

American Society for Information Science, Washington, D.C.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date 74

Note—337p.

Available from—Science Associates/International, Inc., 23 East 26th Street, New York, New York 10010

Document Not Available from EDRS.

Descriptors—African American Studies, American Indians, Bibliographies, *Information Services, Institution Libraries, Librarians, Library Collections, Library Programs, *Library Services, Literacy, Mexican Americans, *Minority Groups, Negroes, Prisoners, Special Libraries, *State of the Art Reviews, University Libraries

Identifiers—Appalachia

Special groups are defined in this book as "groups that are a minority of the general population that, for one reason or another, do not share equally in the social, economic, educational, and political opportunities offered by this great nation." Thus, an attempt is made here to find out what library and information services have been provided for and are needed by such groups. There are chapters on: the American Indian, with his need for a greater decision-making role in Indian library programs; Appalachian whites, who have a long cultural heritage but a low literacy rate; black academic libraries, with a comparison of these with nonblack academic libraries; black studies and the role of librarians in the development of black studies collections; library service to prisoners, with their requirements for library materials relevant to their special needs; and Mexican Americans, who particularly wish to participate in the development and administration of their communities' library programs. All chapters

have extensive bibliographies, some annotated. (LS)

ED 093 305 IR 000 790

Harris, Fred H.

Computing Services at Chicago.

Chicago Univ., Ill.

Pub Date Oct 73

Note—8p.; Paper presented at the EDUCOM Fall Conference (Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P.O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Administrative Change, *Administrative Policy, Computer Assisted Instruction, Computer Oriented Programs, *Computers, Governing Boards, Information Services, *Services, Technological Advancement, Time Sharing, *University Administration

Identifiers—University of Chicago

The increased computer capability at the University of Chicago challenges its Computation Center to generate demand by making the expanded capacity available in a broader, more effective way than has been done in the past. The new computing services must be of reasonable comparable quality to alternatives, but offered at lower marginal costs. The decision to expand services by purchasing compatible larger systems was made in 1973 by the University Board of Computing Activities and Services. It was decided that the marginal cost of wholesale acquisition of blocks of time from major centers off campus would be greater than the marginal cost of acquisition of the next larger system for the center. (WCM)

ED 093 306 IR 000 791

Mass Media in an African Context: An Evaluation of Senegal's Pilot Project.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—55p.; Reports and Papers on Mass Communication Number 69.

Available from—UNIPUB, INC., P. O. Box 433, Murray Hill Station, New York, New York 10016 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, Case Studies, *Developing Nations, Evaluation, *Evaluation Methods, *Mass Media, *Media Research, Radio, Technological Advancement, Television

Identifiers—Africa, *Senegal

This is the second and final study of the work accomplished by the Senegal/UNESCO pilot project for the production, utilization, and evaluation of a broad range of audiovisual media and materials, including radio and television, for adult education. The project began full operations in 1965 and ended in 1970. This publication describes in some detail, and as objectively as possible, the day-to-day problems of the project, but it does not claim to set an example for other developing countries. Rather, it should be viewed as a case study of how a particular country went about using radio and television. (WCM)

ED 093 307 IR 000 792

Kohn, Marjorie R., Ed.

California Librarian. Volume 35, Number 2.

California Library Association, Sacramento.

Pub Date Apr 74

Note—59p.

Available from—California Library Association, 717 K Street, Suite 300, Sacramento, Ca. 95814 (\$8.00 per annum; individual copies \$2.00)

Journal Cit—California Librarian; v35 n2 April 1974

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Copyrights, Evaluation, Instructional Materials Centers, Instructional Media, Laws, *Librarians, Library Acquisition, *Library Collections, Library Cooperation, Library Programs, Library Surveys, *Media Specialists, *Periodicals

California Librarian, the official periodical of the California Library Association, includes in its April 1974 issue: an article on high school media programs and problems, a study of graduate stu-

dents' attitudes toward librarians and media specialists, a discussion of the use of supply-demand equalization in evaluating collection adequacy, a method for determining what resources may be available in various libraries of a cooperative system, a history of copyrights, an explanation of how the ideas of Ivan Illich apply to libraries, and a discussion and bibliography of useful law books for citizens. (LS)

ED 093 308 IR 000 793

Rogers, A. Robert

The Humanities: A Selective Guide to Information Sources.

Pub Date 22 May 74

Note—400p.

Available from—Libraries Unlimited, Inc., P. O. Box 263, Littleton, Colorado 80120 (\$9.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Fine Arts, *Humanities, Indexes (Locators), *Information Retrieval, *Information Sources, Languages, Library Reference Services, Literature, Philosophy, Reference Books, Religion

The main sections of the text treat philosophy, religion, visual arts, performing arts, and language and literature, using the following pattern for each of these five areas: (1) trends, (2) accessing information, and (3) principal information sources. Background information about the history and development of the field is presented in each "trends" chapter. An analysis of the major divisions of the field, classification schemes, subject headings, and other topics related to information retrieval is given in each "accessing information" chapter. The third chapter of each area consists of a lengthy, annotated bibliography in classified arrangement. (WCM)

ED 093 309 IR 000 794

Dodds, Tony

Multi-Media Approaches to Rural Education. IEC Broadsheet on Distance Learning Number One.

International Extension Coll., Cambridge (England).

Pub Date 72

Note—48p.

Available from—International Extension College, 131 Hills Road, Cambridge CB2 1PD, U. K. (\$4.25)

Document Not Available from EDRS.

Descriptors—*Case Studies, Correspondence Study, *Developing Nations, Extension Education, Films, Instructional Innovation, Mass Media, *Multimedia Instruction, Nonformal Education, *Rural Education, Teaching Procedures, Technological Advancement, Television

Identifiers—Africa, Canada, Europe, India

A three part report first discusses some problems of rural development, education, and the mass media. The second, and basic part, consists of case studies which detail of projects which used various media in rural education programs in Africa, Canada, Europe, and India. And the third part is largely subjective and hypothetical: it is an attempt to draw conclusions from the case studies and to suggest ways in which they can be applied to new plans and projects of rural education. (WCM)

ED 093 310 IR 000 796

Slater, Frank, Ed.

Cost Reduction for Special Libraries and Information Centers.

American Society for Information Science, Washington, D.C.

Pub Date Jun 73

Note—187p.

Available from—American Society for Information Science, 1155 16th Street, N.W., Washington, D.C. 20036 (ASIS Members \$8.75; Non-Members \$10.75)

Document Not Available from EDRS.

Descriptors—Budgeting, Cataloging, Computers, *Costs, Evaluation, Indexing, *Information Centers, Information Systems, Library Automation, Library Cooperation, *Library Expenditures, *Special Libraries, State of the Art Reviews

Identifiers—*Cost Reduction

Twenty papers were selected from the Technical Program of the First Mid-Year Regional Conference of the American Society for Information Science, held at the University of Dayton, Dayton, Ohio in May 1972. The papers cover a range of subjects related to the general theme of cost reduction in libraries and information cen-

ters. Following an overview, which provides a state of the art report and specific sources, the second section covers the more general costing applications such as consumer research and capital investment, helpful hints and dialog on cost reduction and cost justification, and a few "devil's advocate" approaches to the true possibilities of cost reduction. In the third section are personal experiences dealing with small computers and magnetic tape files, methods of input data manipulation, and useful techniques and procedures for cost reduction. The fourth section is a mini-tutorial on costing practices. There are charts, diagrams, lists of references, and an index. (Author/LS)

ED 093 311 IR 000 797

Lubans, John, Jr.

[A Look at Library Use Instruction Programs: The Problems of Library Users and Non-Users]. Colorado Univ., Boulder. Libraries.

Pub Date 28 Nov 72

Note—23p.; Report to The Council on Library Resources, University of Colorado, Boulder.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Libraries, *Library Instruction, Library Research, Library Skills, Library Surveys, Public Libraries, Student Attitudes, University Libraries, *Use Studies

Identifiers—Council on Library Resources

The author, on a fellowship awarded by the Council on Library Resources, visited several college, university, and public libraries to study their library instruction programs. He observed approaches to the subject using audiovisual techniques, Pathfinder series, computer-assisted instruction, peer reference service, independent study, seminars, term paper clinics, and close cooperation between librarians and faculty. He discovered what kind of planning and establishment of objectives good library instruction programs require, as well as some pitfalls to avoid. Another part of the author's study was a questionnaire administered to students at the University of Colorado to find out: information about the respondent, his history of library use instruction, his attitudes toward libraries and librarians, his appraisal of his library skills and knowledge, his awareness and use of the library, and his view of faculty attitudes toward librarians. The author found that the faculty and curriculum have great influence on student library use and attitudes. (LS)

ED 093 312 52 IR 000 799

Annual Program; Library Services and Construction Act 1972-1973. Additional LSCA FY '73 Funds.

South Carolina State Library, Columbia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 74

Note—76p.; For related documents see IR 000 338 and IR 000 800

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Audiovisual Aids, Disadvantaged Groups, Financial Support, Interlibrary Loans, Library Cooperation, Library Expenditures, Library Networks, *Library Planning, Library Reference Services, Microfilm, *Public Libraries, *State Libraries, *State Programs, State-wide Planning

Identifiers—Library Services and Construction Act, LSCA, *South Carolina

The South Carolina Annual Program, Library Services and Construction Act (LSCA), 1972-73, was originally developed on the basis of the funding level approved by the administration for 1973-74. Following court decisions on suits challenging impoundment of LSCA funds, additional monies became available under the act. This Supplement to the Annual Program, 1972-73, reflects the increased funding level between the administration budget and the Appropriation Act. Covered by the project are: general administration, technical services, audiovisual materials for the disadvantaged, library program development, large print books, communication network, area reference centers, microfilm catalog and shelf list, interlibrary loan network, and library awareness. (Author/LS)

ED 093 313 52 IR 000 800

Annual Program; Library Services and Construction Act 1973-1974. Supplement.

South Carolina State Library, Columbia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 74

Note—57p.; For related documents see IR 000 338 and IR 000 799

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Career Education, County Libraries, Disadvantaged Groups, Films, Financial Support, Interlibrary Loans, Library Collections, Library Cooperation, Library Expenditures, Library Networks, *Library Planning, Library Reference Services, *Public Libraries, *State Libraries, *State Programs, Statewide Planning Identifiers—Library Services and Construction Act, LSCA, *South Carolina

The South Carolina Annual Program, Library Services and Construction Act (LSCA), 1973-74, was originally developed on the basis of the interim funding level announced by the Office of Education at the beginning of the fiscal year. Following congressional approval of the Labor-HEW Appropriations Bill in December 1974, additional funds became available under LSCA. This Supplement to the Annual Program, 1973-74, reflects the increased funding level between the interim funding and the Appropriation Act. Projects include: general administration; career education workshops; county library improvement; resource centers for metropolitan libraries; services to the rural disadvantaged; book collection improvement projects; film program; communications network; area reference resource centers; and interlibrary loan network. (Author/LS)

ED 093 314 IR 000 801

Coblans, H. And Others

Science and Technology Policies Information Exchange System (SPINES) Feasibility Study. Science Policy Studies and Documents No. 33(1).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—115p.

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Computer Programs, Costs, *Feasibility Studies, Information Retrieval, Information Storage, *Information Systems, International Organizations, *International Programs, Legal Problems, Organization, Policy, Science Programs, *Sciences, *Technology, Thesauri Identifiers—*Science Technology Policies Information Exchange, SPINES, UNESCO, UNISIST A feasibility study was made to define, within the conceptual framework and in accordance with the recommendations of the UNISIST program, the managerial, technical, legal, and financial framework for the setting up of an International Science and Technology Policies Information Exchange System (SPINES). This report describes in some detail the results of the study with regard to: basic features and parameters, identification and subject control, input, output, computer programs, organization, staffing, and financial and legal aspects of SPINES. (WCM/JY)

ED 093 315 IR 000 802

Perkins, David Lee

Bibliographic Control for Recently Published Books in Anthropology. A Program to Utilize the Library of Congress MARC Tapes.

Pub Date Jul 73

Note—150p.; Master's Thesis, California State University, Northridge; Appendix 4 may reproduce poorly due to quality of original

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Anthropology, *Bibliographies, Booklists, *Cataloging, Indexes (Locators), Information Sources, Library Research, Literature Reviews, National Libraries

Identifiers—American Anthropologist, Library of Congress, Machine Readable Catalog, MARC Tapes

A working model of a system of bibliographic control for anthropology books is described. Bibliographic control is defined as the acquisition of timely and accurate information on what is published. One of the most comprehensive information sources on anthropology books presently available is the American Anthropologist; its

reviews and its "New Publications Received" section cite and evaluate new books. The model system is based on a sample of American Anthropologist reviews. The entries from the sample are traced through standard bibliographic tools to their Library of Congress Machine Readable Catalog (MARC) tape. This program may be used to produce a list of current anthropology titles from the MARC tape. The MARC tapes contain the weekly cataloging output of the Library of Congress for books printed in the United States and Canada—approximately 75,000 entries yearly. The model system is both more comprehensive and more current than any anthropological bibliographic control tool now in existence. The randomly organized MARC tape entries are sorted into categories based on their call number and are listed in alphabetical order. (Author/WCM)

ED 093 316 IR 000 803

Nordenstreng, Kaarle Varis, Tapio

Television Traffic: A One-Way Street? A Survey and Analysis of the International Flow of Television Programme Material. Reports and Papers on Mass Communication No. 70.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—62p.

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, New York 10016 (\$2.00)

Document Not Available from EDRS.

Descriptors—*International Programs, Mass Media, *Programming (Broadcast), Television, *Television Research, *Television Surveys

Identifiers—UNESCO

An international inventory was made to determine the composition of television programs, particularly from the point of view of program material exported to a country outside. A survey was also made of the international networks for sales and exchanges of program material for broadcast. A report of these studies includes the scope and methods of the studies, a discussion of the structure of TV programming, and a description of the international flow of TV programs. A second part analyzes and discusses the international flow of TV material. Several papers presented at a symposium held at Tampere, Finland, are presented, along with a summary and discussion. Among the studies' conclusions are that television traffic is a one-way street. (WCM/JY)

ED 093 317 IR 000 804

Cable Telecommunications; Vocational Education Program, 1974-1975.

Middlesex Community Coll., Middletown, Conn.

Pub Date 1 Jan 74

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Cable Television, Community Colleges, Curriculum, *Telecommunication, *Television Curriculum, *Vocational Education, Vocational Schools

Identifiers—Middlesex Community College

A vocational educational program for a two-year college (Middlesex Community College) was developed, with the goal of providing individuals with the skills necessary to compete in the cable telecommunications marketplace. The need for such a program is discussed in an introductory section of this report, followed by a review of the goals of the program. A complete curriculum, with both required and elective course offerings leading to careers in three different areas, is included. The three career areas are: (1) programming and management for school or municipal CATV, (2) CATV electronic technicians, and (3) advertising and sales. The Associate in Science degree is awarded on completion of the required 68 semester hours of credit. (WDR)

ED 093 318 IR 000 805

Weeg, G. P.

Trends in Instructional Use of Computers. A Panel Discussion.

Pub Date 11 Oct 73

Note—3p.; Paper presented at the EDUCOM Fall Conference (Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM

Conference; EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Planning, *Computer Based Laboratories, *Computers, *Computer Science, Research Tools

Identifiers—Computer Networks, *Computer Systems, University of Iowa

The computer center of the University of Iowa is the topic of this informal panel presentation. The present structure of the facility is described in terms of batch and remote terminal services. The job scheduling method used is shown to provide acceptable turn-around times, but usage is unexpectedly low, in spite of the low cost to student users. Plans for a large number of remote terminals are reviewed, and the allocation of terminals to departments within the university is described. Finally, a line drawing showing the interconnections between the main processor, the small minicomputers, and the remote terminals is provided. (WDR)

ED 093 319 IR 000 806

Taylor, Gerry M., Ed.

Computerized Acquisitions Systems at the Arkansas State University Library.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 74

Note—60p.; Computerized Acquisitions Systems Series Vol. 1, Issue 1, 1974.

Available from—LARC Press, Ltd., 105-117 W. Fourth Avenue, Peoria, Illinois 61602

Document Not Available from EDRS.

Descriptors—Cataloging, Computer Programs, Computers, Costs, Data Processing, Information Systems, Librarians, *Library Acquisition, *Library Automation, *Library Technical Processes, Library Technicians, Programming, Systems Analysis, *University Libraries

Identifiers—*Arkansas State University

A description of computer procedures applied to an emerging university's book purchasing program is presented. The analysis includes a description of the system applied, the software employed, the precataloging routines involved, and both a preliminary cost analysis and current costs. Internal flow charting is included for both the in-library sequences and those used in the Data Processing Center. Personnel requirements for the program are discussed, and the interrelationship of professional librarians, library clerks, and Data Processing Center personnel is outlined. Relationships of the system to other library functions are indicated. The stress of the paper is on the simplicity of procedures involved. Three critical commentaries related to the systems are appended. (Author/LS)

ED 093 320 IR 000 807

Ashenurst, Robert L.

Computing in Research.

Pub Date Oct 73

Note—10p.; Paper presented at the EDUCOM Fall Conference (Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Based Laboratories, *Computer Oriented Programs, *Computers, *Computer Science, Electronic Data Processing, *Research, Research Tools

Identifiers—Computer Networks, *Computer Systems, Minicomputer Interfacing Support System, MISS, University of Chicago

The introduction and diffusion of automatic computing facilities during the 1960's is reviewed; it is described as a time when research strategies in a broad variety of disciplines changed to take advantage of the newfound power provided by the computer. Several types of typical problems encountered by researchers who adopted the new technologies, together with the solutions adopted by the researchers, are described. It is shown how the local computing facility expanded to the centralized facility as a result of these problems; new types of needs and uses for computers continue to favor evolution and change. One result was the growth of large-scale computer networks. An alternative to

established forms of networks—hierarchical computing systems—is suggested as providing better answers to more kinds of needs. The Minicomputer Interfacing Support System (MISS), developed at the University of Chicago, is briefly described as a prototype system allowing minicomputers to be used in a hierarchical system which would provide more powerful capabilities when they are needed. Finally, it is suggested that traditional attitudes of researchers toward computation facilities should be reevaluated, as new possibilities are being developed and made available. (WDR)

ED 093 321 IR 000 808

Dosa, Maria L.

Libraries in the Political Scene.

Pub Date Dec 73

Note—226p.; Contributions in Librarianship and Information Science No. 7

Available from—Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880 (\$12.50)

Document Not Available from EDRS.

Descriptors—Activism, Censorship, *Dissent, *Librarians, *Library Science, Personal Values, Political Influences, *Politics

Identifiers—Germany, Leyh (George)

An attempt is made to document some of the developments which affected the political role of German librarianship as seen through the involvements, activities, and correspondence of one of its leaders, George Leyh, during and after the Hitler era. The interconnections of Leyh's behavior, inner conflicts, and actions and the political and psychological climate in which he lived and worked are traced. Leyh's dream was to remain a detached and serene scholar in spite of the turmoil of the 1930's and 1940's. Instead he became a political activist in an age in which deportations, censorship, suspicion, and fear, followed by political division, zonal fragmentation, and ideological alienation sundered the German library profession. The study is based on Leyh's correspondence, printed materials, and personal interviews with Leyh and persons who knew him. (Author/LS)

ED 093 322 IR 000 809

Hall, Keith A.

Curricular and Computer System Compatibility of CAI Programs for Multi-University Use.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Oct 73

Note—22p.; Paper presented at the EDUCOM Fall Conference. (Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Educational Technology, Inservice Programs, *Inservice Teacher Education, *Mobile Educational Services

Identifiers—Bureau Education Handicapped, Compatibility, Pennsylvania State University, United States Office of Education

A brief introduction to developmental efforts in computer assisted instruction (CAI) at Pennsylvania State University is followed by a description of a program of mobile CAI facilities inaugurated in 1970 as part of the inservice continuing education program for teachers. The paper includes very brief descriptions of the graduate level courses included in the system, the actual physical facilities used for the mobile project, and the current implementation schedule that is being used. Finally there is a short section on curricular compatibility and another on systems compatibility or convertibility, in which some special applications programs which provide documentation and eliminate the need for coding curriculum material in special computer languages are described. (WDR)

ED 093 323 IR 000 810

Scientific and Technical Information Transfer for Education (STITE).

Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 73

Note—200p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Data Bases, Information Needs, Information Processing, *Information Retrieval, *Information Systems, Instructional Innovation, Instructional Technology, Literature Reviews, Program Descriptions, *Science Education, Technical Reports

Identifiers—Learning Information Systems, *STITE

STITE (Scientific and Technical Information Transfer for Education) is a proposed system for the transfer of information from the many computerized information banks to the field of science education. A description of STITE with its auxiliary systems first outlines the goals and objectives of the research. Next, selected science and technology centers are analyzed. A description of several learning information systems (instructional methodology and technology) is presented. The design and operation of the STITE system is detailed. A literature survey of the field concludes the report. (WH)

ED 093 324 IR 000 811

Braille Reader Survey Analysis.

Government Studies & Systems, Philadelphia, Pa.; Library of Congress, Washington, D.C.

Div. for the Blind and Physically Handicapped.

Pub Date Jun 74

Note—68p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Blind, *Braille, Federal Programs, *National Surveys, Reading Materials, *Reading Material Selection, Surveys, *Visually Handicapped

Identifiers—Division of Blind and Physically Handicapped

The results of a nationwide questionnaire survey of over 1,700 braille readers are reported in this document. The objective of the study was to provide new and current information on the characteristics and readership preferences of braille readers served by the Library of Congress's Division for the Blind and Physically Handicapped (DBPH). The methodology and sampling procedures were designed by Government Studies and Systems (GSS) of Philadelphia. The report is limited to a summary of survey response data and contains no evaluation of present or possible future DBPH policies and programs. The actual survey questionnaire, the response tables, the work plan and methodology, and the states included in the survey are presented in an extensive set of appendices. (WDR)

ED 093 325 IR 000 812

Fussler, Herman H.

Research Libraries and Technology. A Report to the Sloan Foundation.

Chicago Univ., Ill. Graduate Library School.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date 26 Mar 74

Note—91p.

Available from—The University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Computers, Cost Effectiveness, Facsimile Transmission, *Library Automation, Library Collections, Library Expenditures, *Library Planning, Library Technical Processes, Microforms, Reprography, *Research Libraries, Shared Services, *State of the Art Reviews, University Libraries

An attempt is made to relate technological potentials and limitations to some of the major current trends, problems, and objectives of the library. Attention is focused on the large, university, research-oriented library since it is here that one finds the most difficult resource access and bibliographic control problems. A synopsis is presented of the major studies of the past decade on libraries and technology, followed by a review of some data on library cost trends, rates of library growth, and several related matters, all of which have a variety of direct implications for the use of technology and other alternatives. An analysis is then made of the possibilities for change in

the basic apparatus of bibliographic control, and of three widely discussed methods for extending resource availability and reducing the pressure on local collection growth: shared resource systems; microforms and other photocopies, and the facsimile transmission of textual materials. Current applications to libraries of the computer and closely related technologies are surveyed, the study culminating in general conclusions and recommendations. (Author/SL)

ED 093 326 52 IR 000 813

Clinchy, Evans And Others

Cables, Cameras and Schools. Working Paper No. 6. The Impact of Communications Technology on Educational Systems in New and Renewing Communities.

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D. C.

Pub Date May 74

Note—158p.; The Education in New Communities Project

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Cable Television, Capital Outlay (for Fixed Assets), *Community Planning, Educational Technology, Educational Television, Media Technology, State of the Art Reviews, *Technological Advancement

The entire state of cable television, with particular emphasis on its educational effects and uses, is discussed. The interaction of society with emerging technologies is related to the effects of those technologies once firmly intertwined in society. A short history of cable television is presented along with the terminology and other details of community cable systems. A substantial report on the many different cases of local cable systems is given with a long review for each case and an address for interested parties. Next there is a general discussion of the finances of cable television and then a view of the likely future development. The paper is designed to serve as a guide for educators and town planners in the field of cable television. (WH)

ED 093 327 IR 000 814

Kuhns, William

Themes Two: One Hundred Short Films for Discussion.

Pub Date 74

Note—193p.

Available from—Pflaum Order Department, 8121 Hamilton Avenue, Cincinnati, Ohio 45231 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Films, Secondary School Teachers

An annotated bibliography is presented which cites films which the editor felt worth a second showing. It was assumed that high school film teachers would be most interested in these shorts. Almost half the films are animation and a dozen or so are totally abstract graphic films. With a slight few exceptions, all the films are less than an hour long; more are less than 10 minutes long. Information for each film cited includes title, country of origin, running time, director, producer, and distributor. A directory of distributors is appended. (WH)

ED 093 328 IR 000 815

Jones, Martin V. Jones, Richard M.

Lessons Learned in Past Social Service Program Evaluations, and Their Applicability to the NIE ESCD Demonstration.

Impact Assessment Inst., Bethesda, Md.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Programmatic Research and Development.

Pub Date 15 May 74

Note—57p.; For related documents see IR 000 816-818

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Case Studies, *Communication Satellites, Evaluation Criteria, *Evaluation Methods, Federal Programs, Program Evaluation, *Research Proposals, *Social Services

Identifiers—Education Satellite Communications Demonstration, National Institute of Education, *NIE Design Proposal Review Board

The NIE (National Institute of Education) Design Proposal Review Board required advice to be used in selecting the Educational Satellite

Communications Demonstration (ESCD) contractor. Therefore, a series of 25 "Lessons Learned and Problems Anticipated" (LLPA) sheets were prepared which seek to summarize the major insights relative to program evaluation methods that have been acquired from formal efforts to evaluate major social service programs in the last decade. Each of the sheets is subdivided into three sections plus a separate appendix sheet giving an evaluation problem, a particular social service program with this problem, a characteristic of the ESCD program relevant to this problem, and several authoritative quotations. The problems identified are generally methodological oversights, state-of-the-art limitations, generic program characteristics, and program administration. (WH)

ED 093 329 IR 000 816

Intensive Evaluation of Satellite TV Impact on Four Alaskan Villages. Supplement to Basic ESCD Evaluation Design.

Practical Concepts, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Programmatic Research and Development.

Pub Date 17 May 74

Contract—NIE-C-74-0047

Note—17p.; For related documents see IR 000 815-818

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Communication Satellites, Educational Assessment, *Educational Television, *Evaluation, Sociocultural Patterns, *Sociology, Surveys, *Television Research

Identifiers—Alaska, Education Satellite Communications Demonstration

A supplement to the final report, "Design for an Analysis and Assessment of the Education Satellite Communications Demonstration (ESCD)," this document is both: (1) a separable, sociologically oriented evaluation of the ESCD impact on Alaskan native villages; and (2) a direct extension of the work described in sections 4 and 5 in the Practical Concepts Incorporated (PCI) final report. (Those sections describe "Measurement of Satellite TV on the Way Educational Institutions and Technology are Perceived," and "Measurement of the Impact of Satellite TV on Educational Institutions and Behavior Toward Them," respectively.) Primary features of PCI's proposed "Intensive Evaluation of Satellite TV Impact on Four Alaskan Villages" are: (1) the use of knowledgeable, sensitive social scientists now working in Alaska to help PCI focus on questions and issues peculiar to satellite TV in Alaska, and to augment the data collection and analysis described in the PCI final report; and (2) the use of trained native Alaskans to help PCI focus on questions and issues peculiar to satellite TV in Alaska, and to collect data that would otherwise be impossible to obtain. (WCM)

ED 093 330 IR 000 817

Design for an Analysis and Assessment of the Education Satellite Communications Demonstration: Final Report.

Practical Concepts, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Programmatic Research and Development.

Pub Date 17 May 74

Contract—NIE-C-74-0047

Note—433p.; For related documents see IR 000 815-818

EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE

Descriptors—*Communication Satellites, Content Analysis, Cost Effectiveness, Data Analysis, *Educational Assessment, Educational Television, *Evaluation Methods, *Evaluation Techniques, Measurement Techniques, Planning, Program Evaluation, Research Design, Site Analysis, Surveys, *Television Research

Identifiers—Alaska, ATS F, Education Satellite Communications Demonstration

A 3-month evaluation design effort developed a strategy and implementation plan for a policy level evaluation of the Educational Satellite Communications Demonstration (ESCD). The final report of the effort covers: (1) development of the evaluation strategy and plan; (2) data collection and analysis; (3) measurement of the impact of satellite TV on the way educational institutions are perceived; (4) measurement of the impact of

satellite TV on educational institutions and behavior toward them; (5) calibration of use that is made of satellite TV. The report also contains a study of the decisions and events that led to ESCD, an economic analysis of satellite based educational services, a technical and economical evaluation of the ATS-F ETV experiment, and a description of project management and organization. (WCM/JY)

ED 093 331 IR 000 818

Design for the Assessment and Policy Analysis of the Education Satellite Communications Demonstration. Phase 2 Final Report.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Programmatic Research and Development.

Pub Date 20 May 74

Contract—NIE-C-74-0046

Note—149p.; For related documents see IR 000 815-817

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Communication Satellites, *Educational Assessment, *Educational Television, Operations Research, Planning, *Policy Formation, *Research Design, Search Strategies, Television Research

Identifiers—Education Satellite Communications Demonstration

The overall goal of the Education Satellite Communications Demonstration is to design a framework for the analysis of the potential utility of satellites to education in this country. Within this framework, Phase 2 sought to identify research which would be clearly related to educational goals that might be worthy of attainment. The entire research design investigation was viewed as a policy analysis. The technical narrative section of the final report of Phase 2 begins with an introduction and overview and also includes an analysis of: legislative and legal research; organizational research; fiscal organization, demand, and utilization; and federal policy issues and options. The second half of the report covers proposed operation strategies including: (1) advisory council, (2) internal review, (3) dissemination, and (4) personnel. (WCM)

ED 093 332 IR 000 819

Skelton, John E.

The Games Universities Play (With Apologies to Dr. Berne). Working Paper.

Pub Date Oct 73

Note—10p.; Paper presented at the EDUCOM Fall Conference (9th, Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education". Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P.O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Faculty, Computer Oriented Programs, Computer Programs, *Computers, *Organizational Climate, *University Administration

A preliminary study of alternative methods of organizing, managing, and financing computing at the nation's institutions of higher education is explored in the context of transactional analysis. The purpose and contents of the forthcoming final report (designed for university presidents) is described. The games, as intended and defined by the paper, concern themselves with what computing alternatives are considered and what ones are not considered, why they arose in the first place, and how the issue is resolved. The games described briefly in this paper are "Balance of Payments Games", "High Society Game", "Welfare and Proud Poor Game", "Faculty Power Game", and the "Godfather Game", among others. The goal of the paper is to help people understand the institutional dynamics involved in the selection of computing alternatives. (WH)

ED 093 333 IR 000 820

Hamburg, Morris And Others

Library Planning and Decision-Making Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—274p.

Available from—The MIT Press, Massachusetts Institute of Technology, Cambridge, Massachusetts 02142 (\$14.50)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Data Collection, *Decision Making, *Library Planning, *Library Programs, Library Standards, *Management Information Systems, Management Systems, *Models, Objectives, Performance Criteria, Program Evaluation, Public Libraries, Systems Analysis

Identifiers—*Library Administration

A research group at the Wharton School, University of Pennsylvania, worked on the development of a system to provide the required statistical information for effective management and decision making in university and large public libraries. A management science approach was used. Library objectives, standards, and performance criteria were examined, with emphasis on their operational definition. A framework for planning and decision making was created, dividing library activities into 17 basic functions and isolating the inputs and outputs of each. Library quantitative models were summarized and classified according to their application to library decisions and functions. A model management information system was detailed in terms of characteristics and structures, data requirements for library performance measures and program indicators, and benefit-cost criteria for system elements. Finally, projections were made beyond the individual library to some of the factors involved in effective management information systems for libraries at the system, state, and national level. (Author/SL)

ED 093 334 IR 000 821

Recent Trends in the Structure of the Cable Television Industry.

Stanford Univ., Calif. Dept. of Economics.

Pub Date May 74

Note—42p; Center for Research in Economic Growth No. 44

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Broadcast Industry, *Cable Television, *Industrial Structure, Industry, *Vertical Organization

After a brief review of the growth of cable television from 1948 to 1965, the paper examines in more detail trends in the structure of the industry since 1965. Specifically, interest revolves around the apparent trends of concentration and vertical integration within the industry. Corporate histories of the leading firms are then used to demonstrate the reasons for the increases in concentration. In addition, documentation is presented of vertical integration by the leading firms into both program production and development of specialized equipment. Finally, these recent trends are related to the "public good" aspects of programming. Conclusions on network formation and possible policy alternatives in cable television are made. (Author/WH)

ED 093 335 IR 000 822

Fast, Elizabeth T.

Cooperative Projects of Graduate Library Schools and Public School Systems. A Report to the Council on Library Resources.

Groton Public Schools, Conn.; Simmons Coll., Boston, Mass. School of Library Science.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Sep 73

Note—51p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*College School Cooperation, *Cooperative Programs, Field Experience Programs, Inservice Programs, *Library Schools, *Media Specialists, Program Descriptions, School Libraries, *School Systems, Surveys

Identifiers—Groton Public Schools, Simmons College School of Library Science

Under a grant from the Council on Library Resources during the period from May 1972 to October 1973, a study explored ways in which graduate library schools and public school systems can cooperate for mutual benefit. Part I of the report highlights information gained from a telephone survey and followup visits to selected library schools to identify areas in which cooperative projects are, or could, function, particularly in the training of school media personnel. Part 2

of the study examined the programs preparing school media specialists in five library schools in the northeastern United States. From this review of curriculum there is developed a complementary inservice program for staff development of media specialists. Part 3 describes some of the cooperative projects which have been implemented between the Simmons College School of Library Science in Boston, Massachusetts, and the Groton Public Schools, Connecticut. It is concluded that college/school cooperation in library education can be very valuable and should be extended. (Author/SL)

ED 093 336 IR 000 823

Trichter, David L. Pedrini, D. T.

Computer Technology, Large Samples, and Fisher's Exact Probability Test.

Pub Date 1 Aug 74

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Programs, *Hypothesis Testing, *Probability, Program Descriptions, *Statistical Analysis

Identifiers—*Fisher Exact Probability Test

The Fisher Exact Probability Test considers independent groups and dichotomous criterion in a 2 by 2 (fourfold) contingency table. Fisher's test requires a determination of the combined probability of the observed frequency distribution and of the more extreme (in the same direction) frequency distributions. Typically, Fisher's test is for a small sample, with a total size of 30 or less. Otherwise, the computations required are much too tedious, and chi-square is used. This paper presents a mathematical discussion as well as a computer program for Fisher's test. Included are usage instructions and an illustrative problem. Depending on the frequency pattern, this program can handle sample sizes of about 500. Therefore, in most instances, a researcher does not have to resort to approximation methods. (Author)

ED 093 337 88 IR 000 824

Coombs, Don H. Prevel, James J.

Evergreen: Profile of a New College.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 23 Jul 73

Contract—OEC-1-7-070-873-4581

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Colleges, Computer Assisted Instruction, Educational Innovation, *Educational Technology, *Experimental Colleges, *Experimental Curriculum, *Instructional Materials Centers, Learning Laboratories, *Library Facilities, Multimedia Instruction, Program Descriptions, Televised Instruction

Identifiers—*Evergreen State College, Washington

Evergreen State College is an unprecedented flexible, sophisticated educational instrument designed to avoid depersonalization. Students are treated as responsible adults and are expected to work closely, as colleagues, with their teachers. Curriculum planning reflects the belief that graduates would change their career pattern and life styles at least three times during their adult years. Instruction is grouped under natural sciences, social sciences, and the arts and humanities, instead of by departments. Courses are multidisciplinary and must be relevant not only to today's society but to the problems of future generations. Grades are based on narrative achievement reports instead of letter grades. The academic program is divided between coordinated and contractual studies. "Access" is the key work for the generic multimedia workshop library. Audio tapes and books share adjoining shelves, with thousands of visuals stored on microfiche. Television monitors and computer time-shared terminals are available for student use. Equipment checkout ranges from slide projectors to video cameras and VTR's. The library media production facility includes graphic artists and technicians; two complete television production studios; "hands-on" filmmaking equipment; and, in addition to musical instruments, a complete audio studio. (WCM)

ED 093 338

IR 000 825

Irvine, Betty Jo

Slide Libraries: A Guide for Academic Institutions and Museums.

Pub Date 18 Jul 74

Note—219p.

Available from—Libraries Unlimited, Inc., P. O. Box 263, Littleton, Colorado 80120 (\$12.50)

Document Not Available from EDRS.

Descriptors—Cataloging, *Libraries, Library Collections, Library Equipment, Library Facilities, Library Science, *Manuals, Projection Equipment, *Slides, State of the Art Reviews, University Libraries

This is a manual for slide (transparency) libraries and a review of procedures in many libraries across the country. Within the book can be found a background of slide librarianship and a description of administration and staffing procedures and organization. The classification and cataloging of slides is detailed with descriptions of the systems used in many university libraries and museums. Library techniques with slides are presented as well as the methods and equipment of acquisition and production. Storage and access systems, physical facilities, projection systems, mounting materials, and viewing equipment are described at great length. After a complete bibliography, listings of directories of suppliers, slide sources, and slide libraries are provided. (WH)

ED 093 339 IR 000 826

Greenberger, Martin, Ed. And Others

Networks for Research and Education: Sharing Computer and Information Resources Nationwide.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—418p; Papers presented at 3 seminars (1972-73)

Available from—The MIT Press, 28 Carleton Street, Cambridge, Massachusetts 02142 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Computers, Cybernetics, Data Processing, Educational Facilities, *Information Centers, Information Dissemination, *Information Needs, *Information Networks, *Information Scientists, Information Services, Information Systems, Intercommunication, Technological Advancement, Telephone Communication Systems

Identifiers—EDUCOM

Three working seminars resulted in this book which includes edited versions of 25 prepared papers and 12 workshop reports. The seminars identified political, economic, and managerial issues involved in building and operating computer networks on a national basis. There are four parts to the book. Part I contains an introductory chapter framing some of the questions considered, a chapter outlining selected highlights of issues discussed, and a chapter summarizing the chief conclusions and recommendations of the 152 seminar participants. Parts II, III, and IV contain the edited papers and reports of seminars 1, 2, 3, in that order. Additional conclusions and recommendations of individuals and workshops appear throughout the papers and reports of Parts II, III, and IV. (WCM)

ED 093 340 IR 000 827

Nevison, John M. And Others

Moving the Program: The Final Report of Project CONDUIT at Dartmouth College.

Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 74

Note—168p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Computer Programs, Computers, Computer Science, *Demonstration Programs, *Higher Education, *Institutional Cooperation, Program Descriptions, Programmers, *Programming, Programming Languages, Research Projects, Time Sharing

Identifiers—Compatibility, Dartmouth College, National Science Foundation, *Project CONDUIT

A two-year experiment in educational computer usage and program exchange sponsored by the National Science Foundation is described in the body of this review. The purpose of the project was to set up a prototype organization of five university computer centers in order to establish a set of procedures that would facilitate the efficient sharing of computer programs among the five centers. The main document in the report briefly describes: the reasons for having this kind of exchange program; the mechanics of the organization that was set up; the progress made in the first two years of the project; a review of the problems encountered in the moving of programs; and a set of conclusions and recommendations for those who may be involved in the moving of programs from one computer to another. The fifteen appendices include discussions of a variety of related problem areas, and, together with the introduction, provide a valuable text that should be useful to anyone working with computers in the academic community. (WDR)

ED 093 341 IR 000 828

Achtenberg, Ben

The Cable Book. Community Television for Massachusetts?

Urban Planning Aid, Inc., Cambridge, Mass. Media Project.

Pub Date 74

Note—112p.

Available from—The Media Project, Urban Planning Aid, Inc., 639 Massachusetts Avenue, Cambridge, Massachusetts 02139

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Broadcast Industry, *Cable Television, *Community Organizations, *Community Planning, Federal Laws, *Manuals, Media Technology, State Laws
Identifiers—*Massachusetts

This manual is especially designed to inform and aid community organizations in understanding cable television and planning for the future. With the exception of the chapter on Massachusetts cable legislation, most of the book should be useful to community organizations anywhere. At the beginning, the history and experience of cable television in Massachusetts (Somerville and Boston) is reviewed, and then the questions of public access/ people's television, privacy and human rights, and ownership are discussed. The federal and Massachusetts regulations affecting cable television are presented. Finally, the local cable franchise is carefully analyzed with respect to the franchising process and the problems after the franchise is granted. Appendixes provided general reference information on cable television; also, a glossary is included. The book is illustrated with many cartoons. (WH)

ED 093 342 95 IR 000 829

Ajay, Helen B. And Others

Analysis of Essays by Computer (AEC-II). Final Report.

Connecticut Univ., Storrs. Dept. of Psychology.

Spons Agency—National Center for Educational

Resources and Development (DHEW/OE),

Washington, D.C.

Bureau No—BR-8-0102

Pub Date Dec 73

Grant—OEG-0-9-160108-3712(010)

Note—289p.

EDRS Price MF-\$0.75 HC-\$13.80 PLUS

POSTAGE

Descriptors—*Computer Programs, *Essay Tests, Feasibility Studies, Predictive Ability (Testing), Program Evaluation, *Scoring, *Secondary School Students

After years of successful experimental grading of student essays by computer, it was necessary to design and test certain meta-strategies for automatic use in American secondary schools. First, schools were divided into four subject-matter fields (science, social studies, English, and foreign language) and three grade-levels (7-8, 9-10, 11-12). Two classes were recruited in each cell, making 24 in all, and two essay-test items, written by the teacher, provided large and diverse data sets. The student responses were independently rated by four competent human judges, and the goal of the research became the optimal simulation of these ratings. Computer keys were generated in two ways: supplied by the teacher; and adopted from a "model" student essay chosen from the class responses. A combination

of strategies, some general and stylistic, and some specific and key-based, were tested for each item. By combining strategies across items and subject-fields and grade-levels, large general principles were discovered, suggesting eventual practical use across a wide range of classroom settings. (Author)

ED 093 343 IR 000 830

Whaley, Sara S. Eichler, Margrit

A Bibliography of Canadian and United States Resources on Women.

Pub Date 74

Note—22p.

Available from—Women Studies Abstracts, P. O. Box 1, Rush, New York 14543 (\$1.50 each, \$1.00 for ten or more)

Journal Cit—Women Studies Abstracts; May 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographies, Feminism, Reference Materials, Womens Education, *Womens Studies

Bibliographic data with abstracts (in most cases) are given for about 40 publications in the field of women studies. The list is divided into five sections: reference books, bibliographies—books, bibliographies—pamphlets and mimeographed materials, additional library resources on women, and future reference books and bibliographies. In addition, the author provides comments on these works and on related topics at various points in the document. (WH)

ED 093 344 IR 000 831

Wilson, Robert A. Figura, Roger

The Library Lists: Delaware Library Association Survey, 1973. A Survey of Present Use and Future Needs.

Delaware Univ., Newark. Div. of Urban Affairs. Spons Agency—Delaware Library Association, Dover.

Pub Date May 74

Note—66p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Distance, Educational Background, *Library Services, *Library Surveys, *Public Libraries, Questionnaires, Socioeconomic Status, *State Surveys, Tables (Data), *Use Studies

Identifiers—*Delaware

To gain information for library planning, a telephone survey was conducted throughout the state of Delaware, gauging citizens' use of and opinions about their public libraries. A careful random selection was made of phone numbers from each school district, and 4,306 respondents were interviewed between the months of May and October 1973. Respondents were asked about their current and past use of the public library, activities performed there (e.g. browsing, research, use of media), location and time convenience, and specific activities, equipment, and/or services they would like to have in their library. Use of the library (both general usage and for a specific activity) were separately correlated to respondent's occupation, educational attainment, and the distance from their home to the library. This report presents a narrative description of survey results, tables of data, with statewide totals, and separate results for the city of Wilmington and for New Castle, Kent, and Sussex counties, and a copy of the questionnaire used. (SL)

ED 093 345 IR 000 832

Franklin, Gene F.

Administration of Computer Resources.

Stanford Univ., Calif. Stanford Electronics Labs.

Pub Date Oct 73

Note—9p.; Paper presented at the EDUCOM Fall Conference (Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P. O. Box 364, Princeton, N.J. 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Computer Programs, *Computers, Computer Science, *Facility Requirements, Program Descriptions, *University Administration

Identifiers—*Stanford University

Computing at Stanford University has, until recently, been performed at one of five facilities. The Stanford hospital operates an IBM 370/135 mainly for administrative use. The university business office has an IBM 370/145 for its administrative needs and support of the medical clinic. Under the supervision of the Stanford Computer Center are three facilities: ACME with a 360/50 to provide computer support for medical research, Stanford Linear Accelerator Center (SLAC) has a 360/91, and the campus facility tries to provide flexibility for general use with a 360/67. There have been moves toward changing the facilities and administrative structure of computing at the university. With separate computing support for the hospital, clinic, and medical research areas, it was proposed that these facilities be consolidated to form a central computer center for medical use. SLAC also needed an expansion of its facility. In April 1973, all facilities were unified under a central administration and soon there will be just two computer centers, one on campus and one at SLAC. (WH)

ED 093 346 IR 000 833

Pings, Vern M.

Medical Library Institution Building. Papers and Reports No. 15.

Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Jun 74

Note—34p.; Alberta Brown Lectures in Special Librarianship (Western Michigan University, Kalamazoo, Michigan, May 28, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Change Agents, Federal Aid, Institutional Role, *Interinstitutional Cooperation, Interlibrary Loans, Leadership, *Library Networks, *Medical Libraries, *Organizational Change, *Regional Libraries, Social Change
Identifiers—Kentucky Ohio Michigan Regional Medical Library, National Library of Medicine

The viability of organizational change depends on the gradual institutionalization of innovations. There has been a history of planned social change in medical library organization. Stress was being felt in that library agencies could not meet user expectations. With the Medical Library Assistance Act, the National Library of Medicine (NLM) was authorized to act as a change agent to forge new organizational relationships for medical document delivery. Regional medical libraries (RML) were to be founded and rationalized into a hierarchical system of resources under NLM's guidance. The Kentucky-Ohio-Michigan Regional Medical Library was the first decentralized RML, its purpose being the establishment of new linkages between existing biomedical libraries for the sharing of resources. Types of linkages vary throughout the three-state region, but the data suggests that new communication channels have been established, and that the RML is supportive of change. (Author/SL)

ED 093 347 IR 000 834

Cornelius, John

Summary of Remarks at EDUCOM Fall Conference 1973.

California Univ., San Diego.

Pub Date Oct 73

Note—6p.; Paper presented at the EDUCOM Fall Conference (Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Chemistry, *College Faculty, *Computer Programs, *Computers, Computer Science, *Facility Guidelines

Identifiers—Computation Centers, *University of California at San Diego

The Chemistry Department at the University of California, San Diego, has 35 members, 20 of whom are experimentalists with either computers or plans to acquire one. Within the department there are turn-key systems connected to mini-computers or the department computer, an IBM 1800. There is little control over computers in the department and little standardization. The campus computer center is in debt, and there is political pressure to make greater use of this

center. With a short supply of research dollars, it is important to utilize local existing facilities to the greatest extent efficiency allows. The objectives to be achieved are to promote the innovative use of computers in chemistry, to enhance turn-key systems to greater capabilities, to provide a consistent level of systems support—both with hardware and software, and to utilize the campus computer center whenever possible. (WH)

ED 093 348 IR 000 835

Chisholm, Margaret E. Ely, Donald P.
A General Information System for Educational Technology (ETGIS). A Conceptual Scheme. Office of Education (DHEW), Washington, D.C. Report No.—OE-74-401
Pub Date 74
Contract—OEC-0-72-4833
Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Conceptual Schemes, *Educational Technology, Federal Programs, *Information Systems, *Specifications, *Systems Development

Identifiers—*Educational Technology General Information Systems, ETGIS

At present there is no comprehensive source of data regarding educational technology. Base-line statistical information on collections and equipment, as well as their unique impact on other institutional cost factors, must be established if there is to be adequate evaluation of their impact on instructional practices. This report defines the field of educational technology, outlines requirements for a relevant general information system—specifying goals, users, linkages, sources of data, and data collection procedures—and recommends procedures for development of such an information system. This publication also incorporates critiques of the conceptual scheme by 11 reviewers representing a range of educational and technology interest. (Author)

ED 093 349 IR 000 836

Beneffeld, Alan R. And Others
NASIC at MIT: Phase 1 Report, 16 July 1973 - 28 February 1974.

Massachusetts Inst. of Tech., Cambridge. Electronic Systems Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—MIT-ESL-R-543

Pub Date Mar 74

Note—104p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Computer Oriented Programs, Demonstration Programs, Educational Technology, *Information Centers, *Information Retrieval, Information Scientists, *Information Systems, Librarians, Professional Personnel, Program Descriptions, *Regional Planning, Time Sharing

Identifiers—Massachusetts Institute of Technology, New England Board of Higher Education, *Northeast Academic Science Information

An experimental, pilot operation of computer-based reference search services to users on a fee-for-service basis was initiated at M.I.T. as the first module in the development of the Northeast Academic Science Information Center (NASIC) under a New England Board of Higher Education (NEBHE) program. The development encompassed, among other tasks, selection of services, training for services, developing the initial organizational and operational policies and capabilities, publicity about available services, and the operations monitoring procedures. A fundamental philosophy was to integrate these services within the library environment where they complement traditional services. Initial experiences during a three month operational period showed that (1) a demand exists for computer-based reference search service; (2) users are willing to pay, even out-of-pocket, for such services; (3) searches are often interdisciplinary and require several sources; (4) various publicity mechanisms are helpful but none so important as satisfied users telling their colleagues; and (5) users like and respond positively to the in-depth, customized service and personal attention to their bibliographic needs. (WCM)

ED 093 350

Educational Media and Technology: Publications from ERIC at Stanford 1967-1973. An ERIC Bibliography.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Contract—NIE-C-74-0027

Note—17p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.50)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Audiovisual Instruction, Computer Assisted Instruction, Educational Radio, *Educational Technology, *Educational Television, Instructional Innovation, Instructional Materials Centers, *Instructional Media, Instructional Technology, Simulation

Identifiers—ERIC Clearinghouse Educational Media Technology

All 59 documents published by the Educational Resources Information Center on Educational Media and Technology (ERIC/EM) are abstracted in this document. The abstracts are the same as those which appeared in Research in Education (RIE), ERIC's monthly catalog. They are arranged alphabetically by author. With only two exceptions (journal articles and material available only from the Association for Educational Communications and Technology), all materials are available from the ERIC Document Reproduction Service. Many also are available from Stanford's School of Education. (WCM)

ED 093 351

Law Libraries Which Offer Service to Prisoners.

Appendix: Checklist of Law Books Recommended for Prisons in Each State.

American Association of Law Libraries, Chicago, Ill.

Pub Date Jun 74

Note—181p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Check Lists, Directories, *Institution Libraries, *Law Libraries, *Library Collections, *Library Services, Outreach Programs, *Prisoners

Part 1 of this publication consists of a listing, by state, of law libraries which will respond to requests for legal information from prisoners. Services may include photocopies of needed statutes, cases, or other material; books on loan; and/or reference work. Citations include the name and address of the library, types of requests it will handle, and any limitations on or charges for service. Part 2 outlines the materials needed for a law library collection within a prison in each of the 50 states. For each state, two checklists of materials are provided, the first a minimum and the second, an expanded collection. Each checklist cites the titles of the appropriate statutes and legal reference tools, publishers, initial and upkeep prices of series, and the shelf space required to house the volumes. (SL)

ED 093 352

Stepp, Ernel, Jr.

Demographic and Marketing Data for the Marketable Preschool Education Program. Technical Report Number 26.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 31 May 73

Note—67p.; For related documents see IR 000 840 through 845

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Census Figures, Delivery Systems, *Demography, Distributive Education, Early Childhood Education, *Marketing, *Preschool Education, Programming (Broadcast), Residential Patterns, Sociocultural Patterns, *Television Research, Television Surveys

Identifiers—Appalachia, Appalachia Educational Laboratory

Demographic and marketing data was collected to justify the development of a television series for preschool children. The terms "demographic" and "marketing" have been constricted in meaning for pertinence to educational program development. Demographic points were made pertaining to population, family income, percent

IR 000 837

of families below poverty level, women with own preschool children, families with preschool children and the population of 3-, 4-, 5-year-old children in Appalachia. The points were based principally on county data from the 1970 census conducted by the United States Bureau of the Census. Selected marketing data are presented pertaining to television households, television station distribution in Appalachia, and broadcast coverage of the region. The data are principally based on the "Television Fact." Appendices together with a numerous list of tables and figures are included. (WCM)

ED 093 353

Hines, Brainerd W.

Children's Reaction to Types of Television. Technical Report No. 28.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 25 May 73

Note—44p.; For related documents see IR 000 839-845

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Data Collection, Early Childhood Education, Educational Television, *Evaluation, Evaluation Criteria, *Evaluation Methods, Marketing, Media Research, *Observation, Reliability, *Television Research, *Television Viewing

Identifiers—Appalachia Educational Laboratory, National Institute of Education

An observational system having high inter-rater reliability and providing a reliable estimate of patterns of behavior across time periods is developed and tested for use in evaluating children's responses to a number of television styles and modes of presentation. This project was designed to meet three goals: first, to develop a valid and reliable assessment technique which would duplicate the home viewing environment; second, to provide information to the Appalachia Educational Laboratory (AEL) staff members responsible for planning future children's programs for the National Institute of Education (NIE); and third, to compare two pilot tapes with other program segments. The observational system presented in the study overcomes the weaknesses of those used in much prior research, and is thus able to provide much useful information to program planners. Time limitations, however, prevented drawing specific conclusions across program segments and pilot tapes. Attached appendixes include both descriptions of program materials and coding sheets used in the data collection. (WDR)

ED 093 354

Shively, Joe E.

Commercial Television Personnel's Review of the Technical Quality and Marketability of AEL's "Around the Bend" Pilot Tapes. Technical Report No. 29.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 22 May 73

Note—24p.; For related documents see IR 000 839-845

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Early Childhood Education, Educational Television, *Evaluation, *Evaluation Criteria, *Evaluation Methods, Marketing, Media Research, *Media Selection, Preschool Learning, *Television Research, Television Viewing, Video Tape Recordings

Identifiers—Appalachia Educational Laboratory, National Institute of Education

In order to determine whether Appalachia Educational Laboratory (AEL) had the capacity to produce a TV series of sufficient quality, two pilot tapes were produced by AEL and then submitted for rating to nine broadcasting specialists from several commercial TV stations. Based on the responses of these nine individuals to a questionnaire dealing with technical quality and marketability, it appears that AEL has been able to demonstrate its capacity to produce TV tapes of sufficient quality. The tapes were judged to be average to above average in quality in 15 of the 16 technical categories on which they were rated. Only one category, "continuity of programming," was felt to be average or below in technical quality. Over three-fourths of the interviewed felt that the tapes were above average with respect to technical quality, and the majority were willing to make some efforts to obtain the tapes. (WDR)

ED 093 355

IR 000 842

Shively, Joe E.

State Department Early Childhood Education Program Specialists' Review of the Content and Technical Quality of AEL's "Around the Bend" Pilot Tapes. Technical Report No. 30.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 23 May 73

Note—14p.; For related documents see IR 000 839-845

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Early Childhood Education, Educational Television, *Evaluation, *Evaluation Criteria, Evaluation Methods, Marketing, Media Research, *Media Selection, *Observation, Preschool Education, Preschool Learning, Production Techniques, Programming (Broadcast), *Television Research, Video Tape Recordings

Identifiers—Appalachia Educational Laboratory, National Institute of Education

In order to determine whether Appalachia Educational Laboratory (AEL) had the capacity to produce a TV series of technical quality and whose content meets criteria designed for the selection of children's television programs, two pilot tapes were produced by AEL and submitted for rating to seven early childhood education specialists from seven State Departments of Education and to one specialist affiliated with a national organization. Based on the responses of these eight individuals to a questionnaire dealing with content and technical quality, it appears that AEL has demonstrated the capacity to produce TV tapes which exhibit technical quality and meet content selection criteria. Most of the specialists rated the pilot tapes positively in terms of meeting the selection criteria, providing a variation in character image, exhibiting technical quality; and nearly all thought a series similar to the pilots would be suitable for use in their states. There was concern over the age of the target population, the relative emphasis of children versus adults, and the continuity of the segments. (WDR)

ED 093 356

IR 000 843

Shively, Joe E.

Educational Television Personnel's Review of the Technical Quality, Content Criteria, and Marketability of AEL's "Around the Bend" Pilot Tapes. Technical Report No. 31.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 8 Jun 73

Note—21p.; For related documents see IR 000 839-845

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Children, Early Childhood Education, *Educational Television, *Evaluation, Evaluation Criteria, Evaluation Methods, Feasibility Studies, Marketing, Media Research, *Media Selection, Observation, Preschool Education, Preschool Learning, Production Techniques, *Programming (Broadcast), *Television Research, Television Viewing, Video Tape Recordings

Identifiers—Appalachia Educational Laboratory, National Institute of Education

In order to determine whether Appalachia Educational Laboratory (AEL) had the capability of producing a TV series of high technical quality with content that met criteria designed for the selection of children's television programs, a pilot tape produced by AEL was submitted for rating to educational television (ETV) specialists from the State Departments of Education serviced by AEL and other ETV facilities. Most of the specialists reacted favorably to the tapes in terms of meeting the selection criteria, providing a variation in character images, and exhibiting technical quality. Many felt that a series similar to the pilots would be suitable for use in their areas. Several individuals did indicate concern over the relative emphasis of children versus adults, the reality of the situations, and the advanced level of the vocabulary used in the tapes. ETV personnel from AEL's geographical region gave more positive ratings than did other ETV personnel. Based on these responses, it appears that AEL has demonstrated its capability of producing TV tapes which exhibit technical quality and meet the selection criteria for children's programs. (WDR)

ED 093 357

IR 000 844

Cagno, Dick Shively, Joe E.

Children's Reactions to Segments of a Children's Television Series. Technical Report Number 34. Appalachia Educational Lab., Charleston, W. Va. Pub Date 15 Jun 73

Note—30p.; For related documents see IR 000 839 through 843 and 845

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Evaluation, Material Development, Observation, *Preschool Children, Production Techniques, *Programming (Broadcast), *Techniques, *Television Research

Identifiers—Appalachia Educational Laboratory, Home Oriented Preschool Education

An observational evaluation study was made to code 3-, 4-, and 5-year old children's responses and behavior to daily TV lessons. The AEL program, Around the Bend, used a format paced to permit children to respond to instructions. It included a number of different programming techniques (animation, film segments, visitors, art and crafts, animals, audio and perceptual discrimination material, puppets, models and 3-D objects, music, and stories). The key to providing interesting and appealing programming seems to be based upon variety and the use of short segments. Programs that rated high were those that contained a collection of programming techniques that were identified in the ten categories as generating high degrees of elicited responses from children. (WCM)

ED 093 358

IR 000 845

Shively, Joe E. And Others

Home-Oriented Preschool Education: Evaluation of the Prototype Home Visitor Training Package. Technical Report No. 45.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 31 Jan 74

Note—86p.; For related documents see IR 000 839-844

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Educational Television, Evaluation Techniques, *Home Instruction, Home Study, *Paraprofessional School Personnel, *Parent Education, Preschool Children, *Preschool Education, *Program Evaluation, Rural Education

Identifiers—*Appalachia Educational Laboratory, Home Oriented Preschool Education, Project HOPE

An evaluation of the HOPE (Home-Oriented Preschool Education) Training Package for home visitors (paraprofessional educators) was performed. The home visitor is one part of the three-way-home, group, television-integrated instruction program being developed by the Appalachia Educational Laboratory for the education of preschoolers. The preservice portion of the HOPE package consists of five modules and was administered at four different sites to 101 trainees. The evaluation consisted of observation, a Curriculum Specific Test (CST) with five parts corresponding to the five modules of the training program, the Minnesota Teacher Attitude Inventory, a posttraining questionnaire, and a training module questionnaire. No significant results were reported for the attitude inventory except for a correlation with the CST. Some differences between sites on the CST were reported and generally all sites showed significant pre-post gains. The questionnaires provided information on the relative effectiveness of the modules and the general acceptability of the program. (WH)

ED 093 359

IR 000 846

Sire, Paul W.

On-Line Administrative Information Systems: A Case Study.

Vermont Univ., Burlington. Office of Management Information and Computing.

Pub Date Oct 73

Note—21p.; Paper presented at the EDUCOM

Fall Conference (Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computers, Computer Science, *Information Systems, Management Information Systems, *Program Descriptions, *University Administration

Identifiers—OASIS, Online Administration Information System, *University of Vermont

A case study approach is used to document the on-line information system developed by the Office of Management Information and Computing at the University of Vermont. Stanford University's Project INFO On-Line Administration Information System, OASIS, was chosen as a model. The administrative system is one of two on campus, the other designed for academic use. Appendixes provide organization charts of the university and the Office of Management Information and Computing, a schematic diagram of the computer system, the current systems being used, the file structure, and examples of the use of the computer inquiry service, QUERY. (WH)

ED 093 360

IR 000 847

Morris, Albert J. And Others

Final Report on Cost Effectiveness of Continuing Engineering Studies by Television.

American Society for Engineering Education, Washington, D.C.; Stanford Univ., Calif. Stanford Instructional Television Network.

Pub Date May 74

Note—44p.; Report by a task force of the Continuing Engineering Studies Division, American Society for Engineering Education

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Cost Effectiveness, Educational Television, *Engineering Education, Expenditure Per Student, Extension Education, *Instructional Television, Professional Continuing Education, Televised Instruction, *Television Surveys, Universities, Video Tape Recordings

Twenty-six university-based ITV systems, some live and some utilizing videotape, were identified and queried as part of a study on "Cost Effectiveness of Continuing Engineering Studies by Television." An analysis of these systems shows that, in properly planned, implemented, and mature systems, the cost of off-campus student instruction by TV can be significantly lower than serving the equivalent students on campus. By far most respondents, from both institutions and industry, report favorable experiences and attitudes toward their ITV involvement. Financial visibility is made more likely when auditors—with or without grades and tests—and nonengineering courses are included in the program. The Stanford ITV system demonstrates the success possible. Finally, four hypothetical cases illustrate the need for cost studies and comprehensive planning before choosing any specific delivery approach. (WH)

ED 093 361

IR 000 848

Tyer, Travis E., Ed.

Continuing Education.

Illinois State Library, Springfield.

Pub Date Jun 74

Note—75p.

Available from—Illinois State Library, Springfield, Illinois 62756

Journal Cit—Illinois Libraries; v56 n6 p432-500 Jun 1974

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Annotated Bibliographies, External Degree Programs, *Inservice Programs, *Librarians, Library Associations, *Library Education, Nonprofessional Personnel, *Professional Continuing Education, Program Coordination, Program Descriptions, State Libraries, *State Programs

Identifiers—Illinois, Michigan, Missouri, Ohio, Wisconsin

Ideas are presented on current practices in the continuing education of library personnel in the midwestern United States, with some emphasis on the role of state libraries and library associations. Allan B. Knox, Director of the Office of Continuing Education and Public Services, University of Illinois at Urbana-Champaign, contributes the lead article on the philosophical and theoretical aspects of continuing education for librarianship. Allie Beth Martin, Director, Tulsa-City-County Library System, contributes a model for a coordinated program for all library personnel and involving all relevant agencies and organizations. One other area that has great potential is the new thrust toward individualized instruction. The article on Lincoln Open University discusses the pro-

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gram in Illinois. Other articles focus on current activities in five midwestern states—Illinois, Missouri, Ohio, Michigan, and Wisconsin. The final article is a selected annotated bibliography on continuing education 1965 to date, citing books, periodicals, and ERIC documents. (Author/SL)

ED 093 362 IR 000 849

Barber, Raymond W., Ed.

Media Services in Open-Education Schools.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Pub Date Jul 73

Note—90p.

Available from—Graduate School of Library Science, Drexel University, Philadelphia, Pennsylvania 19104 (1 year, \$10.00; single copies, \$3.00)

Journal Cit—Drexel Library Quarterly; v9 n3 p1-96 Jul 1973

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Elementary School Students, Elementary School Teachers, Instructional Materials Centers, *Media Selection, *Media Specialists, *Open Education, *Open Plan Schools, School Construction, *School Environment

The theme of this issue is media services in open education schools. Several articles discuss media services, media specialists, open schools, teachers, school children, and all their interrelationships. The challenges and problems of open school media services are considered. In the section on environmental considerations the views of architects and media specialists are presented. (WH)

ED 093 363 IR 000 851

Culley, Roy J.

Social Studies Activity Learning Center. A New Dimension in Personalized Learning.

Coot Bay School District, Ore.

Pub Date 73

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*High School Students, Individualized Instruction, *Instructional Innovation, *Instructional Materials Centers, Instructional Systems, Learning Laboratories, Multimedia Instruction, Program Descriptions, Self Esteem, *Self Evaluation, *Social Studies

Identifiers—Coot Bay, Oregon

At Marshfield Senior High School, over one-fourth of the students were not profiting from the required social studies course, as evidenced by grades and attendance. As a result, a study was made to improve social study learning experiences in order to conform to eight assumptions about student needs, such as students need active learning; flexible progression; multimedia instruction; reinforcement strategies; and, participation in decision-making. Learning stations were established each with a learning activity that could be completed in 20 minutes with a measurable learning goal. Students progressed through the stations in pairs, earning points for each activity. Points determined grades and free time. A cycle chart was prepared by the teacher, and in an eight-day cycle, students went through 16 stations, completing the work at two stations each day. There were ten cycles a semester. The teacher managed the system, designed the learning experiences, served as a consultant, evaluated progress, provided alternatives, and researched learning experiences. Absenteeism was cut almost in half among the 25% of the failing students. Student willingness to read and follow instruction independently increased dramatically and efforts by students to design their own learning experiences increased. (WCM)

ED 093 364 64 IR 000 852

Stotler, Donald W.

National Demonstration Center for Self-Learning and Community Involvement. FY 1973-74, Final Report.

Portland State Univ., Ore. Environmental Education Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Grant—OEG-0-73-5417

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Annual Reports, *Community Involvement, *Demonstration Programs, *Environmental Education, Independent Study, Instructional Materials Centers

Identifiers—Environmental Education Center, *Portland State University

Four appendices are used to describe the activities and purposes of Environmental Education Center at Portland State University. The first appendix is an excerpt from a recent proposal and describes the philosophy and general goals of the center. The activities of the center have aimed at development and demonstration of a self-learning and community involvement center and Eco-net communications network model which would best facilitate environmental education. The second appendix is a draft which continues the discussion of the first appendix. The final report (three pages) for fiscal year 1972 is the third appendix. Finally, Appendix 4 summarizes statistics on public use of the Environmental Education Center site and services. (WH)

ED 093 365 IR 000 853

Suppes, Patrick, Fletcher, John Dexter

Computer-Assisted Instruction in Mathematics and Language Arts for Deaf Students.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-14-2280

Pub Date 74

Note—4p.; Paper presented at the National Computer Conference (Chicago, Illinois, May 6-10, 1974)

Available from—AFIPS Conference Proceedings, vol 43, 1974 National Computer Conference, AFIPS Press, 210 Summit Avenue, Montvale, New Jersey 07654

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Computer Assisted Instruction, *Deaf Children, Deaf Education, *Elementary School Mathematics, *Language Arts, Program Descriptions, Program Evaluation

Identifiers—*Institute Mathematical Studies Social Science, Stanford University

The Institute for Mathematical Studies in the Social Sciences at Stanford University has operated a three-year computer-assisted instruction (CAI) network for hearing-impaired or deaf students; the effectiveness of the two main curricula in the program, elementary mathematics and language arts, was evaluated. The computer network spans the United States and in its three years has involved 5,000 deaf students. The curriculum in elementary mathematics is divided into strands, series of related problems, and the language arts program tries to teach grammatical rules by the inductive approach. Groups of students were systematically selected for evaluation of the two curricula and received pre- and post-tests. The results showed that CAI could be used successfully by deaf students and that gains in mathematical computation two to three times greater than classroom instruction could be achieved by CAI. Furthermore, these gains could be precisely predicted from the number of CAI sessions. (WH)

ED 093 366 IR 000 855

FID Statutes, Rules of Procedures, Terms of

Reference.

International Federation for Documentation, The

Hague (Netherlands).

Report No—FID-510

Pub Date Mar 74

Note—43p.

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Administrative Organization, *Administrative Policy, Committees, *Documentation, *International Organizations, *Parliamentary Procedures

Identifiers—FID, *International Federation for Documentation

Following a brief historical chronology of the International Federation for Documentation (FID), the organization's statutes are presented in the original French text and in English. The rules of procedures outline membership policy, conduct of technical bodies, FID conferences, publications, and regional commissions. Terms of

reference are provided for FID committees, listing each committee's major personnel, its relations to other committees and organizations, and its scope and general program. (SL)

ED 093 367 IR 000 856

FID Yearbook 1974.

International Federation for Documentation, The Hague (Netherlands).

Report No—FID-509

Pub Date Mar 74

Note—77p.

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Directories, *Documentation,

*Group Structure, *International Organizations, *Library Associations, National Organizations

Identifiers—FID, *International Federation for Documentation

In this directory, the International Federation for Documentation (FID) provides names and addresses of its administrative and committee officers, and of its member and affiliate organizations, both international and national. Notation is also made of those international organizations with which FID has a consultative, affiliate, or member relationship. (SL)

ED 093 368 IR 000 863

Thomas, Sarah M., Needle, Lester P.

Description of the Environmental Protection Agency's In-House Library Systems.

Environmental Protection Agency, Washington, D.C. Library Systems Branch.

Report No—EPA-LIB-74-01

Pub Date Feb 74

Note—168p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Books, *Computer Oriented Programs, *Environmental Education, *Information Retrieval, *Information Systems, Library Acquisition, *Library Automation, Library Collections, Library Networks, Library Services, Program Descriptions, Reading Material Selection, Regional Libraries, Search Strategies

The Environmental Protection Agency's (EPA)

inhouse library systems fall into two principle categories: basic library inventory systems and literature retrieval systems. Currently, the library network supports three inventory systems: the journal system; the hard bound book system; and the circulation system. At the same time, five efforts are under way in the area of literature retrieval: (1) a system involving bibliographic information concerned with the health aspects of pesticides; (2) a similar application in the area of air pollutants and their effects on vegetation and animals; (3) a system covering a collection of international environmental reports pertaining to national environmental policies and laws; (4) an EPA reports system using master files provided by the National Information Service (Department of Commerce); and (5) an EPA document control system which monitors documents not covered by other library applications. Each of these systems generates comprehensive computer outputs meeting the total needs of the data managers as well as the daily user. (WCM)

ED 093 369 IR 000 864

Warlick, Charles H.

Computers in Instruction.

Texas Univ., Austin. Computation Center.

Pub Date Oct 73

Note—11p.; Keynote Address presented at the EDUCOM Fall Conference (9th, Princeton, New Jersey, October 1973)

Available from—"Facts and Futures: What's Happening Now in Computing for Higher Education", Proceedings of the Fall 1973 EDUCOM Conference; EDUCOM, P.O. Box 364, Princeton, New Jersey 08540 (\$9.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Cost Effectiveness, Information Dissemination, *Information Networks, *Instructional Materials, Instructional Technology, Undergraduate Study

Identifiers—Computation Center, Computer Based Education Project, Computer Network, *CONDUIT Project, University of Texas

The University of Texas is heavily involved with computers in instruction. The computation center, with a Control Data 6600 and 6400, has a great number of course programs and a high usage level. With the NSF a southwest regional computer network was established to share in these programs, and there are 23 institutions currently involved. It is theorized that there is a cycle inhibiting the effective use and generation of computer-based education materials, and the NSF has two projects to break this cycle. The Computer-Based Education Project at the University of Texas will seek to produce and demonstrate quality material, while the CONDUIT Project will try to improve undergraduate education in a cost effective manner by the exchange of computer-related curriculum material. The five major computer networks, which include the University of Texas, form the administration structure and control of CONDUIT. There has been some progress, especially in the setting of independent evaluation procedures. At the University of Texas support for the instructional use of computers continues to increase. (WH)

ED 093 370 IR 000 865
McEwen, Hazel E., Ed.

Management of Data Elements in Information Processing. Proceedings of a Symposium Sponsored by the American National Standards Institute and by the National Bureau of Standards, 1974 January 24-25, NBS, Gaithersburg, Maryland.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBSIR-74-466

Pub Date Apr 74

Note—469p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (\$9.75 hardcopy; \$1.45 microfiche)

EDRS Price MF-\$0.75 HC-\$22.20 PLUS POSTAGE

Descriptors—Computer Programs, Conference Reports, *Data, Data Bases, *Data Processing, Information Networks, *Information Processing, Information Retrieval, *Information Systems, Information Utilization, Management, *Management Systems, Symposia

Recent technological advances in computers and communications make possible the integration of data systems and the exchange of data among them on an expanding scale. However, the full effect of these advances cannot be realized unless the need for uniform understanding of the common information (data elements) and its expression in data systems is recognized and a means provided to effectively manage this information. The increasing interrelationships among the data systems of Federal, State, and local governments, and with industry and the public, add emphasis and dimension to the need for the improved management of data elements in information processing. These Proceedings bring together 34 speakers discussing data element management in the fields of health care, water resources, state government information systems, transportation, libraries, market research, manufacturing, banking, information retrieval systems, military systems, computer programming and software systems, and motor vehicle registration. (Author/WH)

ED 093 371 IR 000 866
Peterson, Gary T.

An Analysis of the Learning Center in Community Colleges.

De Anza Coll., Cupertino, Calif.

Pub Date 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Community Colleges, *Educational Assessment, *Instructional Materials Centers, Instructional Media, Learning Laboratories, *National Surveys, Questionnaires

A study was made to relate: (1) the concepts of a library of materials and (2) newer concepts such as instructional development activities which initiate a more scientific, systematic approach to the improvement and individualization of learning experiences. The major output of the study was to be a definitive model so that the fields of library science, instructional technology, mass communications, and audiovisual media could define their roles and plan their professional preparation programs. A questionnaire study of community

college learning centers was developed around a model based on the premise that there are four major functions of such a center. Of the more than 300 schools responding, almost half contained all four parts of the model. In those centers where all four components exist, 63.9% are contained in one building. Most provide library and audiovisual services with almost 63% also having some non-traditional types of learning spaces. However, instructional development is the weak area of service in most centers. Also, most of the centers call themselves "Learning Resource Centers" and "Learning Centers" rather than "Library." Finally, the non-personnel resources of centers are highly varied. (WCM)

ED 093 372 IR 000 867
Sortie, William E., Jones, Les A.

Level III: A Computerized Student Assessment System.

Illinois Univ., Urbana. School of Basic Medical Sciences.

Pub Date Aug 74

Note—7p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Bellingham, Washington, August 12-14, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Computer Assisted Instruction, *Computer Programs, Educational Objectives, Evaluation Methods, Feedback, *Medical Education, Medical Students, Program Descriptions, *Student Testing
Identifiers—Coursewriter III, Level III, PLATO IV

A computer-assisted, diagnostic assessment system (Level III) is described that has been implemented on an IBM 370/155 and is written in Coursewriter III, Version 3. The function of this system is to administer a series of 10 examinations to 64 first year medical students. The system fulfills the University of Illinois School of Medicine's assessment goals by providing a diagnostic, nongraded system which furnishes students with continuous feedback on their progress. Students have responded favorably to their Level III experience. They especially appreciate the immediacy of the feedback after each exam (printout) and the complete listing and reference information given for each uncorrected question. In addition to availability through Coursewriter systems, a version of Level III is being prepared for use on the PLATO IV computer system. (WCM)

ED 093 373 IR 000 868
Wallis, C. Lamar

A Community Video Center for Memphis. Memphis and Shelby County Public Library and Information Center, Tenn.

Pub Date 74

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cable Television, Community Services, *Educational Television, *Information Centers, Library Services, Program Costs, *Public Libraries

Identifiers—Memphis, Tennessee
A proposal is made to use LSCA funds for the purpose of establishing a community video center in the Memphis and Shelby County Public Library and Information Center (MSCPLIC). The center would be designed to assist citizen groups of all kinds in presenting programs on the new cable TV system now being installed throughout the city of Memphis. Such a center would, also, serve the MSCPLIC in presenting library broadcasts, including reference questions requiring video, children's puppet shows and story house, lectures and discussion groups, etc. The uses and need for such a center are discussed and examples of similar centers elsewhere are given. A proposed operation and evaluation plan and a budget are presented. (Author/WH)

ED 093 374 IR 000 869
Milstein, Barney M.

Word Order Drills With Coursewriter.

Pub Date Aug 74

Note—16p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Bellingham, Washington, August 12-14, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Programs, *German, Language Instruction, *Sentence Structure, *Word Lists
Identifiers—*Coursewriter, Drill and Practice

Drills in German word order were developed by use of random generation of sentences coupled with the Ohio State edit function. Differences between English and German word orders are a cause of interference in the learning of German structural patterns. German word order may be manipulated in some situations and must be in others. Although the Coursewriter programming language can match word order by means of the word modifier, the number of different verb and person combinations which can be monitored is limited. However, combining the generation of meaningful drill sentences from pools of sentence elements allows not only effective monitoring of many possible combinations, but diagnosis of errors as well. The edit function is applied in turn to lines consisting of these elements; as an element is matched a number is substituted for it in the student buffer. A correct or incorrect answer is then matched as a number. (Author/WH)

ED 093 375 IR 000 871
DeWees, Daniel

A Developmental Proposal to Try Out a Limited System of Manpower Information Dissemination to Provide Better Linkages Between Some Neighborhood Agencies and a Range of Available Manpower Programs. Final Report.

Settlement Houses Employment Development, Inc., New York, N.Y.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-36-73-14-9

Pub Date 21 Nov 73

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Opportunities, Employment Opportunities, *Employment Programs, *Information Dissemination, *Job Placement, Job Training, Manpower Needs, Manpower Utilization, Occupational Guidance, Program Evaluation, *Vocational Counseling, Vocational Training Centers
Identifiers—New York City Manpower Information Bulletins, NYCMIB

Some neighborhood based manpower agencies in the impacted areas do not possess the inhouse capability of informing their constituents of available manpower programs. The Manpower Administration funded a project to gather and disseminate manpower training information to some 60-70 neighborhood based agencies on standardized forms. Checks would be made on the utility of this information and the impact on the neighborhood agencies' practices. A directory of Manpower Services was also to be developed. Of the 98 agencies approached, 87 (89%) participated—over twenty more than anticipated. Thirty-six different training programs contributed information and provided over 5,500 training slots. Over 1,200 referrals were reported using the NYCMIB system. A steady increase of referrals was reported. For the first sixteen weeks, 252 referrals were made; over the last eighteen weeks, 924 referrals were made. A survey of a sample of participating agencies indicated that 63% of referrals resulted in placements. The utility of the project seems to be demonstrated. It is felt that a local agency should continue its operation. (Author)

ED 093 376 IR 000 873
Owen, Stephen P.

CMI Theory and Application in Classroom Decision-Making.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Pub Date 74

Note—21p.; Paper presented at the Wisconsin Educational Research Association Annual Meeting, 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Class Management, *Computer Assisted Instruction, *Computer Oriented Programs, Information Systems, *Instructional Technology

Identifiers—*Computer Managed Information, *Wisconsin System for Instructional Management

Computer managed instruction (CMI) is essentially an information system capable of deciding on performance expectations and appropriate educational experiences. In addition to the two decision processes, five major processes are viewed as being central to the man-machine system of CMI: test scoring, achievement profiling, diagnosing, prescribing, and instructing. Thus computer-assisted instruction can be just one facet of a computer managed instruction program. Most CMI systems are built around units of instruction that are specified in terms of educational objectives desired student behavior, levels of competence, and/or concepts to be learned. Generally, the similarities of CMI programs are greater than their differences. The WIS-SIM model for CMI, developed by the Wisconsin R & D Center, embodies most of these features. Individually guided education is the ultimate in flexible, non-linear education programs and is well suited to CMI. An added benefit of CMI is the use of the data field to generate information for decisions on whole programs not just units. (WH)

ED 093 377 IR 000 884

Kheriaty, Larry

Report on a Mini-Computer Based Interactive Computing System.

Western Washington State Coll., Bellingham.

Pub Date Jan 74

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Computers, Programing Languages

Identifiers—*Minicomputers, PILOT, Western Washington State College

In spite of the limitations of minicomputers, Western Washington State College (WWSC) has developed a useful interactive computing system based on a Model 7/32 Interdata minicomputer and the computer program, PILOT. The major disadvantages of minicomputers are the difficulty of securing maintenance and the reliance often on the single language, BASIC. Software systems are crucial and languages such as BASIC or APL are ill-suited for course-authoring for computer-assisted instruction (CAI). Cost, of course, is the principle advantage. The system at WWSC relies on a multilingual interpreter to execute programs in a constant pattern for all languages, once translated into an internal code of single byte operands and operators. PILOT has great structural simplicity but yet great versatility, and perhaps its best feature is its ability to call an already compiled BASIC subroutine. A program was written which can translate COURSEWRITER III to PILOT. The experience of WWSC indicates that a CAI system can be satisfactorily run on a minicomputer if there is access to good software. (WH)

ED 093 378 IR 000 885

Cable Television and the University; Proceedings of the Conference (Dallas, Texas, January 29-31, 1974).

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date Jan 74

Note—269p.

Available from—EDUCOM, The Interuniversity Communications Council, Inc., P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—*Cable Television, Conference Reports, Diffusion, Educational Development, *Educational Innovation, Educational Television, Higher Education, *Institutional Administration, *State of the Art Reviews, *Universities

A collection of papers is presented which focuses primarily on presently available technology of multi-channel one-way cable television which presents major new opportunities for education and to a lesser extent on the more advanced two-way cable which will assume increasing importance in educational applications in the years ahead. The 30 articles are divided into six parts: (1) the present status of cable communication in relation to higher education; (2) the market for cable-based higher education; (3) software for higher education programming; (4) the university and the municipal cable system; (5) institutional organization and administration; and

(6) the university and the knowledge industry. (WCM)

ED 093 379 IR 000 886

Hartnett, Rodney T. And Others

The British Open University in the United States; Adaptation and Use at Three Universities.

Educational Testing Service, Princeton, N.J. Office of New Degree Programs.

Spons Agency—Carnegie Corp. of New York, N.Y.; College Entrance Examination Board, New York, N.Y.

Pub Date Jun 74

Note—146p.

Available from—Office of New Degree Programs, Educational Testing Service, Princeton, New Jersey 08540 (\$5.00; if billing is requested, a \$1.00 service fee will be added)

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, Adult Students, Correspondence Courses, Educational Radio, Evaluation, *External Degree Programs, *Home Study, Instructional Materials, Instructional Television, *Open Education, Part Time Students, Student Attitudes, Teacher Attitudes, Technical Reports, Universities, *University Extension

Identifiers—*British Open University, Rutgers, University of Houston, University of Maryland

An evaluation was performed to determine whether the materials of the British Open University could be adequately adapted for use in the United States. Three universities participated in the evaluation: the University of Houston, the University of Maryland, and Rutgers University. Each University differed in its interpretation of non-traditional study and in its use of the materials. Only foundation courses in humanities, science, and mathematics were studied, and the materials were principally correspondence texts and radio and television broadcasts on tape at the schools. By means of questionnaires and the Control Test of Academic Aptitude information relevant to staffing and course information, characteristics of the students, student attrition rates and academic performance, student course experiences, satisfactions, opinions, and attitudes, and the experiences and opinions of faculty members was obtained. The primary conclusion was that these methods and materials are generally appropriate for higher education institutions in the United States seeking to offer non-traditional programs. (WH)

ED 093 380 IR 000 887

Bechwith, Gerald C.

State Systems Planning and the Potential Application of Cable Television in the Development of New Institutions.

Michigan State Commission on Higher Education, Lansing.

Pub Date Jan 74

Note—8p.; Paper presented at the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Adult Education, *Cable Television, Colleges, Educational Development, Educational Planning, *External Degree Programs, *Higher Education, Interinstitutional Cooperation, Program Proposals, *Statewide Planning, Systems Development

Identifiers—Michigan

Proposed in the Michigan legislature is the establishment of a new institution to be known as Wolverine State College: an institution without a campus or principal location. The proposed legislation articulates three distinct state policy objectives: (1) Under the umbrella of a single institution, the development of a meaningful alternative for individuals pursuing their own educational objectives; (2) adult and continuing off-campus education which could be financed through a system of dual enrollments as well as other procedures; (3) the application of coordinated planning in off-campus education and the extension of off-campus services to new populations, thereby avoiding non-essential and possibly costly duplication of effort on the part of institutions statewide in their field. In addition, the concept of regional learning centers and the integration of the State Library is also embodied in this bill. Furthermore, cable television is central in two important ways. First, a multiple channel system with two-way capability could be employed to tie the proposed regional learning cen-

ters into a coherent statewide system. Second, the regional system can be expected to tie community cable systems operating on a commercial basis and thereby touch the homes of adults, for use as needed. (WCM)

ED 093 381 IR 000 888

Bowen, C. G.

The University as Videopublisher of Last Resort. Massachusetts Inst. of Tech., Cambridge. Center for Advanced Engineering Study.

Pub Date Jan 74

Note—16p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

Available from—Proceedings of the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Cable Television, Information Dissemination, Instructional Design, Instructional Materials, Instructional Media, *Material Development, Media Technology, Programing (Broadcast), *Publishing Industry, *Universities, *Video Tape Recordings

Identifiers—Videopublishing

For the foreseeable future, universities will be obliged to become publishers for non-print media, since the markets for such products, where visible, are small and fragmented, and too risky for commercial entrepreneurship. Thus, for much the same reason as they created their own university presses and broadcast and graphic services, universities will integrate these capabilities with instructional faculties and staff and create, distribute and consume their own instructional non-print programing. Moreover, since production costs are high, institutional sharing is in order, and is happening. The first act of the university as videopublisher is to get its instructional house in order, to integrate its instructional resources, and use them effectively for its own purposes. The second act is to find partners for an enterprise which inevitably will be long-term and expensive. The third is to identify useful collaborators in the non-university world such as industry and the military. Finally, if higher education can produce video programing of merit for this evolutionary period, universities will gain additional markets; cable television will gain a new product, and the burden of being publisher of last resort may prove to have been a blessing for all concerned. (WCM)

ED 093 382 IR 000 889

Dordick, Herbert S.

The Economics of Delivering Education by Television: Some Lessons for Cable Television.

Pub Date Jan 74

Note—16p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Cable Television, Case Studies, *Delivery Systems, *Economic Factors, Educational Demand, *Educational Television, Fiscal Capacity, Information Dissemination, Marketing, Resource Allocations

Identifiers—ALPS, Columbia, EduCable, Telekolleg

Four attempts to use telecommunications in education are reviewed: educational television in Columbia, the Bavarian Telekolleg, ALPS (Adult Learning Program Service), and the proposed EduCable. The lessons that have been learned from them bear on the application of cable television to education and higher education in particular. The analyses are concerned with the economics of the delivery systems and not with the relative effectiveness of TV learning versus face-to-face learning. It was found that selling education requires a continuing marketing and promotional effort whose costs are high. Also, selling education via television on a per-course or per-program basis compounds the sales difficulties. For this reason, it may be desirable to market access to a wide range of educational experiences including courses. In addition, if feedback is necessary, expensive two-way cable technology can be replaced by telephone, the mails, and periodic on-campus visits. Moreover, educators should expect that for every dollar of technology between \$3 and \$6 will be spent on support services to make it work. Finally, cable operators must be assured that the educators will

share the operating and financing responsibilities and risks of such a system. (WCM)

ED 093 383

IR 000 891

Jordan, Bryce

Prospects for Coordinated Videopublishing Among Universities.

Texas Univ., Dallas.

Pub Date Jan 74

Note—6p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

Available from—Proceedings of the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Closed Circuit Television, Educational Development, *Educational Television, *Experimental Programs, *Interinstitutional Cooperation, Medical Education, *Production Techniques, Regional Programs, Teaching Methods, *Universities

Identifiers—TAGER, Texas, Videopublishing

The Association for Graduate Education and Research in North Texas (TAGER), interconnects nine colleges and universities over a 2,000 square mile area. Approximately 100,000 post-secondary students and about 5,000 faculty members use on-campus studio classrooms offering credit courses and other academic programs desired by member institutions. The network is expanding to begin cooperative videopublishing among universities which will also include important changes in the governing structure of TAGER. In short, videopublishing involves a richer mix than simply a canned television course. It involves faculty improvement; it involves selling to administrators, to fund providers, and, most of all, to faculties. It involves the combination of taped sequences, film, live lectures, talkback, and almost all of the arts of television production. Properly understood, adequately funded, and appropriately used, cooperative videopublishing could offer as much. (WCM)

ED 093 384

IR 000 892

Kalba, Kas

Experimental Trends in Videoprogramming.

Harvard Univ., Cambridge, Mass. Graduate School of Design.

Pub Date Jan 74

Note—8p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

Available from—Proceedings of the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Development, Educational Television, *Experimental Teaching, *Higher Education, Material Development, *Media Technology, *Programming (Broadcast), State of the Art Reviews, Universities

Identifiers—Videopublishing

A review of experimental activities in educational broadcasting shows that mass television and instructional television, as we think of them today, are likely to constitute two points on a greatly expanded spectrum of television concepts in the future. Television will become much more like the publishing industry, with its mix of pamphlets, art books, manuals, best sellers, and Whole Earth Catalogs. Educators will have to find ways of incorporating some of these experimental approaches into the production process. In some cases, it will mean getting video freaks and artists to work jointly with the more traditional instructional television producers. However, key questions must be answered about how media facilities at our institutions of higher learning should operate in the future and what they should look like. For example, should these facilities be primarily oriented to serving the needs of large-scale university publishing projects that are intended to produce very high quality programming for a broader market? Or should they serve the needs of the faculty member or student who wants to utilize a half-inch video recorder as part of a specific learning experience? (WCM)

ED 093 385

IR 000 893

Lyman, Richard

Cable Television and the University.

Stanford Univ., Calif.

Pub Date Jan 74

Note—10p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

Available from—Proceedings of the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cable Television, *Educational Attitudes, *Educational Finance, Higher Education, *Media Research, Media Specialists, Television Research, *Universities

Universities contain powerful blocs of resistance to new educational technology, perhaps especially to television. University attitudes and structures as well as faculty ignorance, apathy, and resistance affect the development of cable television. No one seems to speak with great confidence and precision about the educational potential of cable. In addition, financing of cable television in the universities will depend on the policy the nation as a whole finally adopts. Nevertheless, research universities can contribute to the development of cable television. The crucial question of measuring the effectiveness of the end result will require universities to train higher-level experts in both the uses of the medium and the evaluation of the results. Beyond that, the universities should provide well-planned and executed research in the problems of cable, including those of its organization, relations with other media, preferred funding alternatives, civil liberties, implications, political, sociological, and psychological impact, and so on "ad infinitum." Most immediately, however, universities should be developing software which combines television with other kinds of teaching. However, the first requirement is money. (WCM)

ED 093 386

IR 000 894

McBride, Jack

The Market Need for Off-Campus Cable-Based Higher Education.

Nebraska Univ., Lincoln. State Univ. of Nebraska.

Pub Date Jan 74

Note—7p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

Available from—Proceedings of the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Alternative Schools, *Cable Television, Delivery Systems, Educational Television, *External Degree Programs, *Higher Education, *Instructional Media, *Marketing, Open Education, Technology

Identifiers—State University of Nebraska, SUN

A study was made of the market need for cable television-based higher education from an off-campus and non-traditional point of view. State University of Nebraska (SUN) is such an endeavor. Reduced to its essence, SUN is three things: (1) an extensive investigation into non-traditional education; (2) a new exportable model for systematized design and validation of college-level coursework of superior quality; and (3) a new model delivery system for American higher education. An analysis of census data and three corroborating market surveys identified a target audience. The findings indicate there is an important and substantial educational need to be serviced. When added to the need for convenience, the capacity and the versatility inherent in cable television, the potential relationship between the university and the cable television industry becomes considerable. (WCM)

ED 093 387

IR 000 895

Molenda, Michael

Instructional Television in Higher Education.

Indiana Univ., Bloomington.

Pub Date Jan 74

Note—11p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

Available from—Proceedings of the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cable Television, Closed Circuit Television, *Educational Development, *Educational Television, Programming (Broadcast), *State of the Art Reviews, Televised Instruction, *Television Research, *Universities

Despite the voluminous array of comparison studies, educators have little for purposes of administrative decision making or for the establishment of scientific generalizations about how students learn from television. Of interest to cable adherents is the off-campus home viewer of instructional television (ITV) offerings. Research evidence indicates that at-home TV students tend to perform better than their on-campus counterparts and they frequently have a more favorable attitude toward learning via the TV. Cable offers at least two technical capabilities which are unique to cablecasting: (a) multiple channels for simultaneous communication with multiple small audiences; and (b) two-way interaction between the teacher and the learner. However, these opportunities can also be seen as problems. First, multiple-channel opportunity evokes educational TV's historical inability to produce sufficient software to fill the existing, limited channels. Second, the opportunity for two-way interaction is clouded by the rather obvious failure to date to identify and perfect teaching methods which capitalize on this capability. In essence, educators must decide what it is we want cable to do for our institutions. (WCM)

ED 093 388

IR 000 897

Wight, Warland D.

One University's System for Generating Television Software.

Governors State Univ., Park Forest South, Ill.

Pub Date Jan 74

Note—11p.; Paper presented at the Conference on Cable Television and the University (Dallas, Texas, January 29-31, 1974)

Available from—Proceedings of the Conference on Cable Television, EDUCOM, P. O. Box 364, Princeton, New Jersey 08540 (\$6.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Audiovisual Centers, *Cable Television, Cooperative Planning, Curriculum Development, Exchange Programs, *Experimental Colleges, Experimental Teaching, *Higher Education, Information Sources, *Instructional Materials Centers, *Interinstitutional Cooperation, Program Descriptions, Regional Cooperation, Statewide Planning

Identifiers—Governors State University

In order for the Governors State University (GSU) to reach its stated objectives, a unique administrative environment was created which supports the creation of instructional materials based on competencies. Performance objectives are used to describe course content and the learning requirements for individual courses within a program, as well as to report student credit. The objectives force the professor to identify the content and requirements of a course, thus providing an explicit guideline for developing instructional materials. The instructional communication center is committed to use modern communications technology in the delivery of instruction. Economy-of-scale is achieved through mass dissemination. When cable becomes available, the cost of launching a university could plummet down through the creation of a central instructional communications center with outposts, instructional systems, learning packages and low-cost meeting places. Cable decentralizes instruction. This study concludes with recommendations for cooperation among universities and within regions to develop a more efficient system of higher education. (WCM)

ED 093 389

IR 000 900

Halley, Fred S. And Others

Computer Applications in Teaching and Learning.

State Univ. of New York, Brockport. Coll. at Brockport.

Pub Date 23 Oct 73

Note—23p.; Paper presented at the Rochester Area Colleges Workshop on the Use of Computers in Instruction (Rochester, New York, October 23, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computers, *Evaluation, *Grading

Some examples of the usage of computers in teaching and learning are examination generation, automatic exam grading, student tracking, problem generation, computational examination generators, program packages, simulation, and programming skills for problem solving. These applications are non-trivial and do fulfill the basic

assumptions necessary for education. These assumptions and goals are that the individual is of greatest importance, cost per pupil should be minimized, cheating is bad, the student should know what is expected of him, the normal curve is an inappropriate approach to grading, and cooperation should be encouraged. An item pool, known to all students, from which individual tests are generated would fulfill these conditions and lessen the fear of computers in many students' minds. (WH)

ED 093 390 IR 000 904

Perry, William E.
Implications of Stress and Motivation on Computer-Aided Instruction.

Monroe Community Coll., Rochester, N.Y.

Pub Date Jun 73

Note—9p.; Paper presented at the Rochester Area Colleges Workshop on the Use of Computers in Instruction (Rochester, New York, October 23, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Evaluation, Evaluation Techniques, *Response Style (Tests), *Stress Variables, Student Alienation, Student Attitudes, *Student Problems

While many hail computer-assisted instruction (CAI) as a panacea for education, there is little study of the emotional reactions of students and the stress in a CAI program. Stress is a condition that causes deviation from the normal routine of life and frequently arouses anxiety—beneficial at low levels. True individualization of CAI has not been achieved and the resulting evaluation is that CAI tends mostly to build up stress. In order to reduce stress in CAI programs we should create a physical environment conducive to learning, instruct the computer to compute the individual's threshold of stress, direct the computer to search for stress and take steps to reduce it when found, and during the learning process keep the student's evaluation confidential to the student. Recognition and reaction to stress should be accompanied by a notable increase in learning for students in CAI courses. (WH)

JC

ED 093 391 JC 740 204

Rosen, Lynn

A Proposal for a Developmental Environment.

Cuyahoga Community Coll., Warrensville Township, Ohio. Eastern Campus.

Pub Date Apr 74

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Ancillary Services, Career Education, *Curriculum Design, Developmental Programs, Educational Resources, General Education, *Humanistic Education, Institutional Research, Post Secondary Education, *School Environment, *Student Development, *Teacher Role, Technical Reports

A student-centered environment in which the curriculum, methodology, and strategy focus on the student's immediate and ultimate goals and view the student as a total person who is developing within a real world is suggested. The student is discussed as to self-assessment; learning matrices; contractual learning; feedback, rewards, and evidence of success; no failures; and narrative evaluation. The role of the teacher as a change agent is described as to mastery objectives, variety of methodology, support services, teaching teams, teaching loads, no need for tutoring centers, and no need for 0900 courses. Programmatic functions, credit bank, lack of remedial courses, career education, multiple exits and entries, general education, and the relationship between general education and career program are discussed as related to the curriculum. Resources that are important are given—administration, inservice agencies, systems support agencies, and the physical plant that houses the environment. An appendix provides a table showing the interface between career education and general education programs. (DB)

ED 093 392 JC 740 205

Howard, William R.

The Establishment of an Information System at West Shore Community College: An Initial Step in Extending Community Services in Rural Community College Service Areas. Final Report.

West Shore Community Coll., Scottville, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-E-118

Pub Date Jun 73

Grant—OEG-5-72-0053-509

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Community Colleges, *Community Services, Data Bases, Health Services, *Information Systems, Post Secondary Education, Problem Solving, *Resource Centers, *Rural Areas, Rural Development, Technical Reports

Identifiers—*West Shore Community College

This research was conducted in a rural community college and examines two methods for extending community services and the response of the community to the establishment of a Community Resource Center. The basic questions asked in this study are threefold: (1) What strategies can be effectively used by a rural community college in extending its services to its service area? (2) What kind of services can be established? (3) What steps need to be taken to define and implement these services? The research utilized two approaches in community organizing: (1) information-rural development, and (2) problem solving. The informational approach established a number of community groups which serve as sources of information for the purpose of establishing a data bank at the community college. Data have been collected, and the means have been sought for a full-time economic specialist for rural development who will assist in utilizing the collected information. The problem-solving approach centered on organizing a study group on the health needs of senior citizens in one of the major cities. Some restructuring of local services took place along with plans to conduct a county-wide survey. (Author)

ED 093 393 JC 740 206

Camp, Kenneth L.

The Role of the Administrative Supervisor of the Fine Arts Program in the Illinois Public Junior College.

Pub Date Jun 73

Note—390p.; Ph.D. Dissertation, Western Colorado University

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Administrative Personnel, College Curriculum, *Curriculum Evaluation, Doctoral Theses, *Fine Arts, *Junior Colleges, Post Secondary Education, Questionnaires, *Role Perception, Statistical Analysis

Identifiers—*Illinois

This study was directed toward determining if uniformity existed in the role of the fine arts administrative supervisor and the fine arts program in the Illinois public junior colleges. Answers to the following questions were sought: (1) Is there a uniform interpretation of terminology among the fine arts administrative supervisors to describe fine arts personnel, activities, techniques, and procedures? (2) Is there a commonality of specific weaknesses and strength of fine arts programs in the Illinois public junior colleges? (3) What similarities exist in the established procedural roles of the fine arts administrative supervisor in the Illinois public junior colleges? Data were secured by a questionnaire mailed to 44 of the 46 Illinois public junior colleges, of which 28 replied. Answers obtained from the 26 usable questionnaires were analyzed. These answers showed that there appeared to be: (1) a variety of methods used to identify the fine arts programs at the various colleges, (2) a considerable difference as to which curricula are included in a fine arts program, with the exception of art and music, (3) agreement as to the administrative supervisor's responsibilities, (4) a direct correlation between the size of the institution and the strengths and weaknesses of the fine arts program, and (5) a direct correlation between the size of the institution and the number of full-time faculty and the number of fine arts courses offered. (Author/DB)

ED 093 394 JC 740 207

Vandervort, Larry R.

Student Evaluation of Instruction: Some Theoretical Considerations and a Proposal.

Pub Date Mar 74

Note—9p.; Paper presented at Meeting of the Washington State Community College, District 17 Board of Trustees (March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Teachers, Community Colleges, *Evaluation Techniques, Guides, *Models, Post Secondary Education, *Student Reaction, *Student Teacher Relationship, *Teacher Evaluation, Teacher Improvement

Identifiers—*Washington State Community College

A theoretical model is presented of student needs-to-be-satisfied that is designed to meet three interrelated criteria: (1) that the needs be related to the goals or objectives of instructors and the institutions which employ them, (2) that the satisfaction of the needs be objectively measurable on the instructor, and (3) that the needs be theoretically defensible in relation to needs college students in the classroom actually have. (DB)

ED 093 395 JC 740 208

Harclooad, Fred F.

State Coordination: Promise or Peril?

Pub Date 28 Jun 74

Note—15p.; Speech given at the Summer Seminar for Community College Presidents (Northwestern Michigan College, Traverse City, Michigan, June 28, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Administration, *Community Colleges, *Educational Coordination, Higher Education, Models, *Organizational Development, *Post Secondary Education, *Statewide Planning

State coordination and control of higher education has increased and will continue to increase. "Points of promise" are: (1) effective statewide planning can extend equal opportunity for post-secondary education throughout an entire State; (2) unnecessary and expensive duplication of programs can be avoided; (3) gaps in availability of needed programs can be pinpointed; (4) the needs for expensive low-enrollment laboratory and technical programs can be justified and adequate opportunities provided; (5) minimum standards for funding of programs can be established and funding levels maximized for well-planned and documented programs; and (6) comprehensive information systems based on common data can be developed so that the colleges in a State system can communicate using a common language. Some of the "peril points" are: (1) State coordinating agencies, particularly those with governing responsibilities, may conclude that they provide education; (2) educators in central State agencies may be more inclined to assume operational educational decision-making roles, which should be left to the colleges; (3) the development of comprehensive informational systems may attempt to include a viable and complete value system; (4) the political representation may be a problem; and (5) centralized purchasing, personnel, building construction, and course control procedures can lead to problems. A model for a statewide coordinating board or commission is provided. (DB)

ED 093 396 JC 740 209

Grivich, James A.

1974-79 Enrollment and ADA Projections.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Report No—RR-74-05

Pub Date May 74

Note—65p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Adult Students, *Attendance Patterns, *College Attendance, *Community Colleges, Data Analysis, *Enrollment Projections, Post Secondary Education, Predictor Variables, *Student Characteristics, Tables (Data), Technical Reports

Identifiers—*Los Angeles Community College District

This document provides enrollment and Average Daily Attendance (ADA) projections for the district and for each college within the dis-

trict for the next five years. Enrollment data are divided into day and evening components; ADA data are divided into Defined Adult and Other-Than-Defined-Adult components. District enrollment is projected to total 127,050 in fall 1978—an increase of 17.2% over the actual fall 1973 enrollment. Fall 1978 Average Daily Attendance is projected to rise to 80,665—a 14.8% increase over fall 1973. The increases in enrollment and ADA will result partly from large increases in enrollment and attendance of adult students, particularly students over age 25. Since there will be a simultaneous decrease in the number of students under 21, the student body served in 1978 will be significantly older than at present. As a result, progressively less district effort may be devoted to transfer curricula and progressively more effort to vocational courses and to courses taken largely for personal enrichment. The projected declines of younger students are related to local demographic trends, such as the out-migration of elementary and high school students. (Author/DB)

ED 093 397 JC 740 210

Hardman, Clark

Evaluation of Experimental Four-Day Week Class Schedule, January Through April 1974 at Lake City Community College.

Lake City Community Coll., Fla.

Pub Date 30 May 74

Note—239p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—Administrator Attitudes, *Community Colleges, *Experimental Programs, Post Secondary Education, *Program Evaluation, *School Schedules, Student Attitudes, Technical Reports

Identifiers—Four Day Week Schedule, *Lake City Community College

Due to the energy disturbance during the fall and winter of 1973-74, Lake City Community College experimented with a 4-days-per-week schedule of classes. A student evaluation of the 4-day week was completed by 58 percent of the full-time students. Fifty-one percent of the total student sample preferred the 4-day week, and 30 percent preferred the 5-day week. Forty-five percent of the students reported that they preferred a class period of one hour, and in a related item rating classroom activities, 44 percent reported no difference in classroom activities when the short and longer periods were compared. A total of 58 percent reported that they worked or were on a work/study program. These working students also reported that they were able to work more with a 4-day class schedule. The administrative staff (deans, department heads, program directors, and student services personnel) completed a narrative evaluation. Lists of advantages, disadvantages, and suggestions were prepared from these evaluations. The Learning Resources Center experienced a decline in services ranging from 15 percent to 44 percent. An analysis of class schedules for variation in services, enrollment data, and grades revealed no change that could be attributed to the 4-day week. An analysis of energy consumption over the years 1970-1974 indicated that energy was saved, but the amount contributed to the total energy-saving program by the 4-day week could not be determined with reliability. (Author/DB)

ED 093 398 JC 740 211

Clements, Clyde C., Jr.

How Staff Development Works in the Small Community College.

Pub Date [73]

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College Teachers, *Community Colleges, Consultants, *Instructional Improvement, Post Secondary Education, Program Descriptions, Speeches, *Staff Improvement, *State Programs, Workshops

Identifiers—*Lake City Community College

The staff-development process in a small community college that has no full-time Educational Development Officer is described. The process is discussed in relation to faculty improvement meetings, professional improvement meetings, staff and program development fund, federally funded projects, vocational/technical grants, departmental and individual faculty/staff projects, and grant applications for 1974-75. The school-

wide objectives for the faculty/staff/program improvement are provided. The methods of meeting the objectives are discussed in relation to faculty mini-workshops. The improvement program is described in the three areas of: methods of improving instruction, critical issues, and the use of nationally known consultants. The Florida system of staff and program development funds and coordination of the statewide program are sketched. Twelve faculty development meetings held during 1973-74 are listed. (DB)

ED 093 399 JC 740 212

Vanier College, a Place to Learn. A Statement of Goals.

Vanier Coll., Montreal (Quebec).

Pub Date 17 Jun 74

Note—185p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—*College Role, *Community Colleges, *Educational Objectives, *Institutional Research, Post Secondary Education, School Community Relationship, Technical Reports

Identifiers—*Vanier College

This Statement of Goals for Vanier College is comprised of two sections: Section A. A Statement of Goals for Vanier College, and Section B. Appendix. In Section A, the four chapters are: Background—An introduction to the Statement of Goals; Overview—Broad guidelines, within which the Statement of Goals must be considered; A Statement of College Goals; and Afterword—Comments on the procedures followed by the Goals Committee. Section B contains (1) a complete listing of goals and means by which they might be achieved; (2) Vanier Institutional Goals Inventory—report of results; (3) A brief to the Superior Council of Education on the present state and future directions of the CIGEP; (4) Collegial objectives as per the Superior Council of Education—September 1973; (5) Sources; and (6) References. (DB)

ED 093 400 JC 740 213

Towards the Learning Community. Working Paper on the Community College in British Columbia.

British Columbia Dept. of Education, Victoria.

Pub Date Mar 74

Note—52p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*College Role, *Community Colleges, *Community Involvement, Data Collection, *Educational Objectives, Facility Planning, *Institutional Research, Post Secondary Education, Program Planning, Technical Reports

Identifiers—*British Columbia

This working paper is the culmination of a number of meetings of the Task Force on the Community College with people in community colleges and their communities, as well as with people in noncollege communities, to obtain views regarding the nature of community colleges and the functions that they should perform in British Columbia. Special areas of concern were the following: New college and college facilities development; college role in media/communications; continuing education; community education and development; student services; extracurricular activities; admissions policy; fee structure; worker study leave; professional development; college hiring policy; and bargaining relationships. Recommendations of the task force are made as to regions, finance, governance—council and internal—college/department of education relations, and college/university relations. Appendixes provide: a Map and Table of Present and Proposed College Regions and Lists of School Districts; Sites for May Hearings; Information Regarding Presentation of Briefs and Statements; and List of Those Who Were Contacted by or Contacted the Task Force. (DB)

ED 093 401 JC 740 214

Faris, Ron

The Saskmedia Report: Toward the Development of an Integrated Educational Communications and Community College System in Saskatchewan.

Saskatchewan Dept. of Education, Regina.

Pub Date Jun 73

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Community Colleges, *Community Education, *Educational Radio, Educational Resources, Instructional Media, *Mass Media, Post Secondary Education, Technical Reports, *Telecommunication

Identifiers—Saskatchewan, *SASKMEDIA

The purpose of this study is to develop recommendations leading to the formation of an educational communications policy in the Province of Saskatchewan. Educational authorities in six provinces—British Columbia, Alberta, Manitoba, Ontario, Quebec, and Newfoundland—were visited during the study. Questions related to the structure of the varying provincial educational media organizations and their use of film and video tape. Relationships, if any, that exist between educational media authorities, community colleges, and provincial library systems were also explored. In order to meet the legitimate requests of educational and cultural groups within the province, it is proposed that the Saskatchewan Educational Communications Corporation (SASKMEDIA), in concert with the community colleges, develop a three-level approach toward educational radio broadcasting in the province. Level 1 would be the development of a network of medium-power FM transmitters with studios licensed and operated by SASKMEDIA; level 2 would be the development of "Saskatchewan Radio Forums" operated by community colleges over regional AM radio stations; and level 3 would be the development of satellite low-power FM transmitters and studios around the mother medium-power units. A number of recommendations are made. (DB)

ED 093 402 JC 740 215

Report of the Minister's Advisory Committee on Community Colleges.

Saskatchewan Dept. of Education, Regina.

Pub Date Aug 72

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Adult Education, Advisory Committees, *College Role, *Community Colleges, Post Secondary Education, *Program Development, *Public Opinion, *School Community Relationship, Technical Reports

Identifiers—*Saskatchewan

The outcomes of 50 meetings held in southern, central, and northern Saskatchewan to consider the development of community colleges in the province are presented. Recommendations as to the concept and development of community colleges are presented as to: purpose of colleges, size of region, method of operation, interagency coordination, college board, the role of school boards, special programs, educational media, the concept, financing, pilot projects, project objectives, staff needed in each pilot area, developmental activities at the provincial level, and a summary of development. A description of college operation is provided in relation to ongoing processes in the communities (needs assessment, resource identification, community decision making, and matching needs and resources), necessary staff functions (community education work, adult counseling, program development and instructional staff training, and administration), training needs (staff), and evaluation of the colleges. Four appendixes provide: The Principles of College Development; Community College Public Meetings; Briefs, Statements and Letters Submitted to the Committee; and a selected bibliography. (DB)

ED 093 403 JC 740 216

KOCE-TV Needs-Assessment Surveys: Target Population Reactor Groups.

Coast Community Coll. District, Costa Mesa, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date Apr 74

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Community Colleges, *Community Involvement, *Community Surveys, *Educational Needs, *Educational Television, Post Secondary Education, Public Opinion, Public Television, Technical Reports

Identifiers—*Needs Assessment

This report describes the proceedings and results of one part of a research project to determine the educational and public service needs of

the service area of KOCE, a public UHF television station owned and operated by the Coast Community College District. Information resulting from meetings of 10 discussion panels—professional and white collar workers, Mexican Americans, senior citizens, blue-collar workers, 18- to 25-year-olds, women, junior/senior high school students, handicapped, fifth and sixth grade children, and college level educators—is reviewed, and the views of community reactor groups to the panel discussions are presented. Conclusions are provided. (DB)

ED 093 404 JC 740 217

Cole, Bill Marion, Phil
The Evaluation Process in Student Accounting.
Pub Date [74]
Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS
POSTAGE

Descriptors—*Community Colleges, *Educational Accountability, *Educational Finance, *Evaluation Techniques, Post Secondary Education, *State Action, Technical Reports
Identifiers—*North Carolina

To insure the accountability of the North Carolina Community College System, the North Carolina Legislature in 1973 set aside monies to employ two individuals who would work with the Controller's Office of the State Board of Education to review the reporting of student hours at the various community colleges and technical institutes. The evaluation process that the student accounting supervisors (FTE auditors) have developed consists of the following five phases: (1) Pre-audit, (2) Site Visit, (3) Audit Report, (4) Dissemination of the Report, and (5) Reply by the Institution. The student accounting supervisors are filling an important role in enhancing the fund accountability of the Community College System of North Carolina by evaluating the accuracy of the DCC 7-3 reports. (DB)

ED 093 405 JC 740 218

McKinney, T. Harry
Section 1202 and Statewide Planning for Public Community and Junior Colleges: The New Reality.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Jun 74

Note—99p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS
POSTAGE

Descriptors—*Community Colleges, *Federal Legislation, Federal State Relationship, *Junior Colleges, *Post Secondary Education, State Agencies, *Statewide Planning, Technical Reports

Identifiers—*Public Law 92 318 Section 1202

The purpose of this study is to review developments related to Section 1202 of the Education Amendments of 1972 (Public Law 92-318) as a basis for determining the possible impact of this legislation on statewide planning for public community and junior colleges. Chapter 1 is an introduction to the report. Chapter 2 provides a brief analysis of patterns and practices in the various states before the legislation was enacted. Chapter 3 summarizes major provisions in Section 1202, 1203, and Title X. Chapter 4 describes efforts to develop rules and regulations, the decision not to release them, and reactions throughout the nation. Chapter 5 presents information about the new commissions and the nature of representation as it relates to public community and junior colleges. (Author/DB)

ED 093 406 JC 740 219

deBroekert, C. M. deBroekert, Betty-Coe
A Funding Pattern for Oregon Community College Construction.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date May 73

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS
POSTAGE

Descriptors—*College Buildings, *Community Colleges, Construction Needs, *Facility Planning, Post Secondary Education, *School Funds, *State Aid, Technical Reports

Identifiers—*Oregon

This document relates specifically to the problem of requesting, justifying, and receiving state general funds and construction bond dollars as required by the 13 community colleges in Oregon. The problem is to determine a method of distribution of state general fund dollars and construction bond dollars that will meet the currently projected enrollments in the community colleges without creating empty classrooms. A funding pattern for the 1975-1977 biennium is recommended, with consideration given to modifying the Florida funding model to meet the Oregon requirements. (Author/DB)

ED 093 407 JC 740 220

Degan, William L. And Others
Community College Management by Objectives: Process, Progress, Problems.

California School Boards Association, Sacramento.

Pub Date 24 Jan 74

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS
POSTAGE

Descriptors—Books, *College Administration, *Community Colleges, *Cost Effectiveness, Educational Accountability, *Management by Objectives, *Management Systems, Participant Involvement, Performance Criteria, Post Secondary Education

Identifiers—Mount San Jacinto College

The objectives of this book are: (1) to present a theoretical framework for management by objectives in community colleges, (2) to present information about alternative methods for conducting needs assessment and implementing management by objectives, (3) to present a framework for integrating academic and fiscal planning through management by objectives program, (4) to describe the advantages and the disadvantages of using management by objectives in community colleges, and (5) to advocate management by objectives as a comprehensive technique for improving the quality of education that students receive. The book is organized as follows: Chapter 1. The Discipline of Management and the Community College Context; Chapter 2. Management by Objectives—A Theoretical Framework; Chapter 3. The Measurable Institutional Objectives Approach at Mt. San Jacinto College; Chapter 4. The Participative Management by Objectives Approach at the Coast Community College District; Chapter 5. Management by Objectives and Fiscal Planning; and Chapter 6. Summary. A bibliography is included. (Author/DB)

ED 093 408 JC 740 221

Faris, Ronald L.

Colleges without Walls But with Foundations: Integrated College and Communications Development in Saskatchewan.

Pub Date 11 Jun 74

Note—14p.; Speech given before the International Institute on the Community College (Lambton College, Sarnia, Ontario, Canada, June 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS
POSTAGE

Descriptors—College Role, *Community Colleges, *Community Involvement, Educational Radio, Instructional Materials, Mass Media, *Material Development, *Open Education, Post Secondary Education, School Community Relationship, Speeches, *Televised Instruction

Identifiers—*Saskatchewan

The involvement of the community college in Saskatchewan is discussed. The college concept, which is embodied in seven principles, is essentially one of a community college in which the community is the campus—the "college" exists wherever its programs are offered. Existing school and community facilities are utilized. In the first year of operation, four pilot colleges offered approximately 1,000 different programs to over 11,000 students. The Saskatchewan Educational Communications Corporation has been set up to, initially, produce and acquire a wide range of educational materials for use in educational cable systems. An educational radio system will be developed in the future, and the Provincial Library will be strengthened to better serve its media distribution role. (DB)

ED 093 409 JC 740 222

Romine, Stephen

Community Development Services in the Community Junior College.

Colorado Univ., Boulder. School of Education.

Spons Agency—Kellogg Foundation, Battle

Creek, Mich.

Pub Date May 74

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*College Role, *Community Colleges, *Community Development, *Junior Colleges, *Leadership Qualities, Participant Characteristics, Questionnaires, School Surveys, Specialists, Statistical Data, Tables (Data)
Identifiers—*Mountain Plains Community College

A survey was conducted through the Mountain Plains Community College Leadership Program of the University of Colorado to: (1) ascertain the value of various activities that might be useful as part of a community development program; (2) determine the extent of community development services now being provided and the extent to which they should be rendered; (3) discover the priority that community development services should be assigned among the various community junior college responsibilities; and (4) determine any special attributes necessary for community development specialists. Questionnaires were sent to 155 presidents for chief executive officers in charge of community junior colleges in Arizona, Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Utah, and Wyoming. A small nationwide sample of community junior college administrators that have responsibility for community services was also used in determining attributes needed by community development specialists. Questionnaires were also sent to 409 community/junior college trustees and 273 private citizens. Replies were received from 56 percent of the presidents or chief executive officers, 43 percent of the trustees, 57 percent of the private citizens, and 65 percent in the nationwide sample. Survey results are provided, as related to the four objectives above, in both narrative and tabular formats. The result support the concepts of community development services as a legitimate and significant function of the community/junior college. (DB)

ED 093 410 JC 740 223

Koltai, Leslie

State of the District [Los Angeles Community College District].

Los Angeles Community Coll. District, Calif.

Pub Date 10 Jul 74

Note—12p.; Speech given before the Annual Meeting of the Board of Trustees (Los Angeles, California, July 10, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS
POSTAGE

Descriptors—Annual Reports, *College Role, *Community Colleges, *Educational Development, Educational Improvement, Post Secondary Education, *Program Development, Speeches

Identifiers—*Los Angeles Community College District

Accomplishments made by the Los Angeles Community College District during its fifth year of independent operation are noted, and 10 projects to receive attention during the coming year are listed. The accomplishments are: (1) increasing and diversifying enrollment, (2) stabilizing and improving the college environment, (3) developing fiscal responsibility, (4) improving employee-employer relationships, (5) meeting the energy challenge, (6) planning and development, (7) extending the district's educational reach, and (8) increasing external awareness of the district. The 10 projects for the future are: (1) dealing with the fiscal reality of inflation, (2) improving professional opportunities, (3) recognizing instructional priorities in data processing, (4) reorganizing the business office, (5) realigning some responsibilities in the district office, (6) reviewing relationships with the Personnel Commission, (7) enlarging the scope of instructional delivery systems, (8) developing new facilities, (9) opening the North San Fernando Valley College, and (10) continuing to create attitudes of cooperation and involvement. (DB)

ED 093 411 JC 740 224

Garner, Ambrose

The Performance-Based Campus: How to Build a Total System.

Pub Date 12 Mar 74

Note—11p.; Paper presented at the National Conference on Higher Education (29th, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Community Colleges, *Educational Accountability, Educational Objectives, Higher Education, *Performance Based Education, *Systems Development

The age of accountability in higher education is here, but there has been virtually no development in educational systems that has encompassed the task of producing a performance-based college campus. In order to accomplish the necessary goal of developing subsystems which together constitute a performance-based system, it is necessary that college faculties and administrators develop measurable objectives for every program, level, and service. Miami-Dade Community College, South Campus, undertook such an effort in five phases. Phase 1 involved the development of measurable objectives and support service on campus. Phase 2 involved developing course objectives and service objective statements and distributing them to advisors, faculty, and students. In Phase 3, procedures were developed for evaluating the degree to which students or other groups achieved objectives. Phase 4 involved the statement of measurable objectives for every level of management. In Phase 5, a system of mutual determination of objectives for faculty and administration was developed. These objectives form a 1-year plan of action and constitute the basis for written performance evaluation. (KM)

ED 093 412 JC 740 225

Consolidated Enrollment Report, Fall Quarter, 1973, Montana University System, Private Colleges, Community Colleges.
Montana Univ. System, Helena.
Pub Date Dec 73

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Community Colleges, *Private Colleges, *State Universities, *Student Enrollment, Tables (Data)
Identifiers—*Montana

These reports, compiled from the registrars' reports, present enrollment data for all institutions of higher education in Montana, as of the 1973 fall quarter. The reports are: (A) total full-time and part-time enrollment; (A, part 2) net class distribution; (B) new students transferred from other universities or colleges and schools; (E) geographic distribution of students; and (F) non-resident students. The special reports are: (1) resident and nonresident students in the Montana University System; (2) total enrollment and FTE, MUS; (3) FTE students by level of instruction, MUS; and (4) FTE at private and community colleges. (Author/KM)

ED 093 413 JC 740 226

The Identification of Occupational Education Program Demand. Final Report.
Decatur Community Coll., Ill.
Pub Date Jun 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Community Colleges, *Educational Needs, *Employer Attitudes, Employment Opportunities, Employment Practices, Job Training, *Manpower Needs, Program Planning, Surveys, *Vocational Education

A study was conducted to determine the need for new occupational programs in the area served by the Community College of Decatur and to assess the need for existing and proposed occupational programs. Over a 5-month period, questionnaires were mailed to selected representatives from businesses, industries, personal and public services, and health occupations; telephone interviews were conducted with certain representatives of the same types of employers; and the existing manpower, population, and economic data were reviewed. Out of 1,230 questionnaires, 625 (50.8 percent) were completed and returned, providing detailed data on 12 types of employment and training matters and 27 occupations. A copy of the questionnaire is appended. (KM)

ED 093 414 JC 740 227

Purdy, Leslie Noble

A Case Study of Acceptance and Rejection of Innovation by Faculty in a Community College.
Pub Date 73

Note—241p.; Ph.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-11,563, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), Case Studies, Community Colleges, Group Dynamics, *Group Unity, *Instructional Innovation, Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Behavior

A study was conducted to examine factors that influence the acceptance and rejection of instructional innovations by faculty at one community college and to identify elements in the college environment that influence the teacher's choices of instructional methods. An 8-month participant observation of the instructors was made. An attempt was made to develop a model of the process by which teachers accept or reject innovations. The major finding is that the instructors require autonomy in a psychological and physical work domain which is called here "work space." Faculty subgroups serve, among other things, to protect teachers' work space from administrative interference and from peer interference. Because technological innovations require greater administrative and peer interference than traditional methods do, they are more threatening to faculty autonomy. It was concluded that the more a teacher feels administrative protection of faculty work space, the more positive his response to instructional innovations. Teachers tend to experiment with and adopt technological innovations in groups rather than as individuals because this approach maximizes teacher control. (Author/KM)

ED 093 415 JC 740 228

Aughinbaugh, Lorine And Others

The Pre-Drop-Outs: Students Lost During the Registration Process.

Los Rios Junior Coll. District, Sacramento, Calif.
Pub Date Jul 74

Note—41p.; Joint project of the three Los Rios Colleges; Research Monograph 74-1

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Community Colleges, Dropout Attitudes, Dropout Characteristics, *Dropout Research, School Holding Power, School Surveys, *Student Needs

Colleges have become aware of two kinds of losses of students: those who enroll and drop out before completing the semester and those who might be called registration drop-outs. The three colleges of the Los Rios Community College District have shared that concern. Therefore, an approach has been made to the problem of the registration drop-out with the intent of using the findings to discover additional ways to meet student needs. The survey involved the fall class of 1973. Since the counseling-guidance function is organized a bit differently at each college, each college added questions to the basic survey instrument in order to gain additional information for use in the distinctive guidance process of the given institution. Therefore, the findings of each of the three colleges are reported separately. Conclusions drawn, however, are based on the common elements among the three reports. Included in the document are responses to the questions "How Could the College Have Served You Better?" and "How Can the College Be of Assistance to You in the Future?" (Author/SW)

ED 093 416 JC 740 229

Harper, William A., Ed.

Trustee Papers 2: A Report Prepared by and for Community and Junior College Board Members.

American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Washington, D.C.
Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 74

Note—47p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Community Colleges, *Governing Boards, *Junior Colleges, *Trustees

This publication is designed to provide trustees with a mechanism for discussing their roles and responsibilities as community and junior college trustees. This volume is a continuation of dialogue begun by board members interested in providing guidelines and directions for more effective communication among their peers. This second volume of trustee papers includes the following: "The Environment of a Community College Trustee" by Robert J. Rimington; "So Now You Are a Trustee!" by Sedley Stuart; "Role and Responsibility: Another View" by Jeanne Goddard; "Education of the Trustee" by Catherine R. Perkins; "Liaison with the Community: A Responsibility of the Trustee" by Lilla E. Engdahl; "Local Government and the Board: The Holding Experience" by L. E. Pucher; and "Where the Twain Meets" by Nadine Judith Haas. (Author/SW)

ED 093 417 JC 740 230

Wood, Cliff L.

Student Activities in the Two Year College and the Role of the College Union.

Pub Date May 73
Note—206p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-26,391, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Co-curricular Activities, *Community Colleges, *Junior Colleges, Recreational Activities, Student School Relationship, *Student Unions

This study was initiated to investigate student activities in the 2-year college and the role of the college union. This study attempted to answer the following questions: (1) What are some of the identifying characteristics of the 2-year colleges which have college unions? (2) What are the existing union facilities in the 2-year college? (3) What is the current status of college unions and union programs in the 2-year college? (4) What are some of the characteristics of the 2-year colleges which had a majority of the programs rated as "excellent" or "desirable" by a majority of the respondents? The procedures of the study included a survey of pertinent literature regarding college unions and a questionnaire sent to 2-year colleges that were members of the Association of College Unions-International. The conclusions of this investigation were that student activity programs seemed inadequate for the complex nature of the 2-year college, and that the unions seemed merely to be structures to house services, facilities, and offices rather than centers for student activity programs. (Author)

ED 093 418 JC 740 231

Connick, George P.

A Cooperative Approach to Post-Secondary Education in Maine: York County Community College Services.

Pub Date Apr 74
Note—8p.; To be published in "Current Issues in Higher Education," Fall 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Community Colleges, Community Services, Educational Planning, Faculty Planning, *Interinstitutional Cooperation, *Shared Facilities, Shared Services, *Statewide Planning

A planning committee of educators in Maine made three recommendations for extending educational opportunities below the baccalaureate level to more people: (1) the development of a comprehensive community college structure for the state; (2) the use of existing public and private facilities instead of constructing new buildings; and (3) the creation of a counseling center for each community college, using leased facilities near the center of the community. The model was tested in York County because of the low income level, the lack of any public post-secondary institution, and the availability of the facilities and services of two private colleges. To date, seven educational institutions are involved in the project. York County Community College Services began classes on Sept. 5, 1973, with 38 courses and 315 students. In its second semester, enrollment is nearly double, at a cost to the state

significantly lower than that of existing publicly supported campuses. Student surveys indicate that 90 percent of the students are attending college for the first time and that they would not be attending except for the college's proximity and low cost. A second phase now being developed in an open-entry, open-exit instructional system. (KM)

ED 093 419 JC 740 232

Improving Instruction and Cost Effectiveness.
American Association of Community and Junior Colleges, Washington, D.C.

Pub Date Feb 74

Note—26p.; Forum 12, Conference of the American Association of Community and Junior Colleges

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Community Colleges, *Cost Effectiveness, Educational Accountability, Expenditure Per Student, *Program Costs, *Program Effectiveness

Scripts of the three presentations made during Forum 12 of the AACJC conference are presented here. The introductory remarks, made by James O. Hammons, deal with the need for accountability and cost effectiveness and the development of these concepts. Sharon Jaggard presents a comparison of three courses at Bellingham County College on the basis of instructional costs, considering both cost effectiveness and instructional effectiveness. The presentation by Mary Lyons details the instructional and cost effectiveness of the Basic Studies Program at Tarrant County Junior College. (KM)

ED 093 420 JC 740 233

Beyond the Open Door, the Open College. A Report on the National Conference on Community Services and the Community College (Orlando, Florida, April 17-19, 1974).

Valencia Community Coll., Orlando, Fla.

Spons Agency—Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date 74

Note—195p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*College Role, *Community Colleges, Community Involvement, *Community Service Programs, Conference Reports

This conference was sponsored jointly by Valencia Community College and the Institute of Higher Education of the University of Florida. The presentations of the conference speakers and panelists are provided here. In keynoting the conference, Gunder Myran offered a description of "community-based education" as the ideal future of the community college. Ervin Harlacher spoke of a "community renewal college" where community development depends on individual rejuvenation, self-realization, and self-fulfillment. Max Raines proposed a transactional model for considering leadership strategies for community services. In responding to Alan Pifer's challenge that community colleges become community service agencies exercising a key leadership role in the regeneration of American society, Edmund Gleazer set forth a national agenda that is community-based and performance-oriented. Examples of special programs to meet the needs of special groups were presented by project directors. The community services programs at four community colleges were also highlighted. Special strategies and techniques in faculty involvement, community needs assessment, and program evaluation were presented as well. (Author/KM)

ED 093 421 JC 740 234

Master Plan for the City Colleges of Chicago.

Westinghouse Learning Corp., Palo Alto, Calif.

Davis MacConnell Ralston Div.

Pub Date May 74

Note—186p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—*Community Colleges, Educational Objectives, *Educational Planning, Guidelines, *Master Plans, Statistical Data

This Master Plan for the City Colleges of Chicago outlines their goals for the latter half of the 1970's. Thirty-two recommendations are made concerning six goal areas: community and people, programs, instruction, facilities, finance, and organization. Among the recommendations

are the following: (1) by 1980 the city colleges should aim to serve 120,000 students; (2) teams of instructional and supportive personnel must be developed; (3) efforts to develop a management information and budgeting system that focuses on cost effectiveness should be accelerated; and (4) faculty should be reorganized into program-based units. A history of the CCC from 1911-1973 is presented in three chapters. In the final chapter, the future of the CCC in the following areas is considered: the community orientation, the students, the educational programs, new instructional strategies, facilities, and financial support. Program costs and data on students and faculty are tabulated in an appendix. Three other attachments deal with the adoption of the Master Plan, CCC organization, and a longitudinal study of CCC transfer students. (KM)

ED 093 422 JC 740 235

Holmstrom, Engin Inel Bisconti, Ann Stouffer. Transfers from Junior to Senior Colleges. Final Report. Revised August 1974.

American Council on Education, Washington, D.C. Office of Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C. RANN Program.

Pub Date 74

Grant—NE-G-00-3-0350

Note—147p.; Appendix B not included due to marginal legibility but is available from the authors

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Academic Achievement, Data Analysis, *Enrollment Trends, *Junior Colleges, Longitudinal Studies, Student Characteristics, *Transfer Students

This study, based on national longitudinal data, was conducted to examine factors associated with: (1) transfer from 2- to 4-year colleges, and (2) positive and negative outcomes at the 4-year colleges. Analyses were based on data collected by the American Council on Education in its initial and followup surveys of the 1968 freshman class. This study is based only on full-time enrollees; since nearly half of junior college enrollees are part time, these findings apply to only half the junior college population. Findings are presented in two parts: (1) transfer to the upper division—comparisons of transfers with nontransfers and factors related to transfer; and (2) receiving institutions and the baccalaureate performance of transfer students—institutional characteristics, transfer performance, relation between baccalaureate attainment and institutional characteristics, and factors related to completion. (KM)

ED 093 423 JC 740 236

Grede, John F.

The Untried Model of the Urban Community College.

Pub Date 21 Jun 73

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Education, College Planning, *Community Colleges, Decentralization, Flexible Facilities, *Models, Specialization, *Urban Schools

A model for a new type of urban community college is described. It consists of a cluster of five community colleges scattered around the perimeter of a central business district of a large city. Each college concentrates on one of the following specializations: business, creative and performing arts, engineering and industry, health, and public and human service. The model is predicated on several assumptions about urban conditions, the student body, and academic matters. The career education concept is fundamental to the model, which will require a general education unit to serve the career programs. Potential problems exist in, for example, the fact that it will not be as easy to shift specializations, which will necessitate an early career decision by the student. The model's strengths include the following: (1) the separation between academic and occupational programs would be minimized; (2) remedial or developmental programs will relate directly to career programs; (3) the clearly defined basis for each unit's existence makes autonomous operation possible and encourages economical operation; (4) the specialized units

promote development of curriculum cores; and (5) the location of the college promotes integration. Reactions of educators to the model are attached. (KM)

ED 093 424 JC 740 237

Mission College. Part 1, Developmental Study.

West Valley Joint Community Coll. District, Campbell, Calif.

Pub Date 1 Aug 73

Note—218p.; For related documents, see JC 740 238 and 239

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*College Planning, *Community Colleges, Counseling, Educational Objectives, Educational Planning, Educational Testing, Interviews, *Observation, Space Utilization, Teaching Methods

Five members of the planning committee for the proposed Mission College campus took an inspection tour of five exemplary colleges in the East and Middle West: Miami-Dade Junior College, Miami; Brookdale Community College, Lincoln, N.J.; Governors State University, Crete, Ill.; Oakland Community College, Orchard Ridge Campus, Farmington, Mich.; and Meramec Community College, St. Louis. This report of the visits covers the following topics: planning processes; goals and objectives; instructional organization; administrative organization; instructional strategies; unique uses of instructional space; support services; admissions, counseling, testing, placement; and faculty structures and rewards. A description of other fact-finding tours, analyses of faculty and student surveys and an institutional goals inventory, and the proposed philosophy and goals are also provided. (KM)

ED 093 425 JC 740 238

Mission College. Part 2, Proposed Educational Plan.

West Valley Joint Community Coll. District, Campbell, Calif.

Pub Date 1 Aug 73

Note—44p.; For related documents, see JC 740 237 and 239

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College Planning, *Community Colleges, Diagnostic Teaching, Educational Objectives, Educational Planning, Guidelines, Individualized Programs, Organization, *Program Planning, Teacher Role

To serve the various interests and needs of those in the West Valley Community College District, Mission College is planned as a responsive, humane, and open organization offering diverse programs and excellent services. The learning program will be based on postulates that involve: (1) student-faculty interaction; (2) teaching and community services as mutually compatible endeavors for faculty and students; (3) student control over his/her program; (4) the use of learning objectives; (5) a variety of learning strategies; (6) the change of courses and programs as needs and interests change; and (7) instruction in problem-solving. The college will use the prescriptive learning approach to create individualized programs. The faculty will be considered learning facilitators, whose role will be expanded to involve the total educational program. These plans form guidelines for creating the delivery system, the basis of which will be the organization—a group of institutes specializing in various subject matter areas, a Center for Common Studies, and the Information and Support System. The first four institutes will be Environmental and Applied Sciences, Human Affairs, Cultural Studies, and Public and Commercial Services. (KM)

ED 093 426 JC 740 239

Mission College. Part 3, Preliminary Instructional Strategies and Space Allocations.

West Valley Joint Community Coll. District, Campbell, Calif.

Pub Date 1 Oct 73

Note—53p.; For related documents, see JC 740 237 and 238

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Campus Planning, Classroom Design, *Community Colleges, Decentralization, Design Needs, Facility Requirements, Interior Space, *Physical Facilities, *Space Utilization

The purpose of this document is to transform the educational program planned for Mission College into instructional and service space. This study of physical facilities and use of space is organized into four support systems required for the development of college programs: instructional support system, individual support system, activity support system, and administrative support system. All these systems operate at three levels—the campus, the institutes, and the Center for Common Studies. The four systems and three levels will be bonded by an information network and a "mall," which allows people to move freely from activity to activity. (KM)

ED 093 427 JC 740 240

Goodwin, Gregory L.

A Social Panacea: A History of the Community-Junior College Ideology.

Pub Date Sep 73

Note—316p.

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—*Community Colleges, Educational Change, *Educational History, Educational Practice, *Educational Theories, Historical Reviews, *Junior Colleges, *Social Influences

This examination of the community-junior college ideology is divided into the following areas: (1) an introductory historical review of the development of the community-junior college movement; (2) the junior college and the age of efficiency (1890-1920); (3) the rise of "terminal education" (1920-1941), including the emphasis on "social intelligence," vocational curricula, selectivity, guidance, and the impact of the depression; and (4) acceptance without understanding (1945 to the present), including guidance, vocational-technical education, and the impact of WW II and the Cold War. The fifth and final chapter deals with the problem of the terminal student, vocational versus general education, and minority groups and the "open door." An emphasis is placed throughout the study on the lives and theories of major spokesmen of the movement. A 25-page bibliography is provided. (KM)

ED 093 428 JC 740 241

Program Review Committee Report on Community Colleges in the State of Connecticut (and Summary).

Connecticut State General Assembly, Hartford. Program Review Committee.

Pub Date Jul 74

Note—146p.

Available from—George L. Schroeder, Director, Program Review Committee, Room 402, State Capitol, Hartford, Connecticut 06115

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—College Administration, *Community Colleges, Educational Legislation, Governance, Research Committees, *State Action, State Boards of Education, *Statewide Planning

Both the report of the Program Review Committee of the Connecticut General Assembly on the state's community colleges and a summary of that report are provided. The report of findings and recommendations for action were made following a 6-month study involving on-site visits to all 12 community colleges; interviews with all the college presidents, members of the governing bodies, faculty, students, and a few employers; a public hearing; and a review of community college literature. Chapters deal with the history of community colleges, governance of the state system, autonomy and expenditure controls, missions of regional community colleges, accomplishment of the mission, method of funding, open enrollment, faculty, health services, day care, facilities, and individual community colleges. A letter from the chairman of the governing board of the Connecticut community colleges, in response to the draft report, is appended. (KM)

ED 093 429 JC 740 242

The Servicemen's Opportunity College. A Network of Colleges and Universities. 1974-75 Catalog. American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.

Pub Date May 74

Note—83p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Adult Education Programs, College Admission, *Directories, Educational Opportunities, Higher Education, *Military Personnel, Post Secondary Education, *Program Descriptions, Tables (Data)

The Servicemen's Opportunity College is a network of educational institutions providing military personnel with adult continuing education. The catalog for the SOC begins with a description of student-servicemen and their educational needs, the service response, financial benefits, the development of SOC, the types of SOC schools, and related information. A section on 2-year SOC's gives the criteria by which the community and junior colleges and technical institutes were selected, followed by tables giving these institutions by state and providing the following: addresses, phone numbers, names of contacts, nearest base(s) and distance, and several kinds of information concerning course offerings, course credit policies, and requirements. In the third section, the same information is given about 4-year SOC's, as well as background information on the institutions. Admission and previous study requirements are provided in tabular form for the same institutions. Lists of addresses for VA regional offices, members of the AACJC Task Force for Extending Educational Opportunities for Service Personnel, and members of the Four-Year SOC Project Advisory Board are appended. (KM)

ED 093 430 JC 740 243

Fea, Henry R., Ed. And Others

Proceedings: Conference on Compensatory/Remedial Education.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Pub Date Jun 73

Note—71p.; Occasional Paper No. 21; Conference held April 30-May 1, 1973

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Compensatory Education, *Compensatory Education Programs, *Remedial Programs

This document presents the papers and discussions from the Conference on Compensatory/Remedial Education. The contents include: "Institutional Programs for the Low Achievers" by Joan G. Roloff; "Communication in Compensatory Education" by Henry R. Fea; "Seminar: Special Programs for Minorities" by Constance Acholonu; "Seminar: Special Programs for Bilinguals" by J. Oswaldo Asturias; and "Seminar: Special Programs for the Functionally Illiterate" by John Schwenker. (SW)

ED 093 431 JC 740 244

Larsen, Howard B., Ed. Karr, Susan, Ed.

Organization, Operation, and Evaluation of Community College Placement Programs.

Proceedings: Career Placement Workshop. Washington Univ., Seattle. Center for Development of Community Coll. Education.

Pub Date Jun 73

Note—98p.; Occasional Paper No. 19

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Career Opportunities, *Community Colleges, Employment Opportunities, *Employment Services, *Job Placement, *Student Personnel Services, *Student Placement

This publication seeks to examine the problems and practical concerns related to the organization and operation of an effective community college placement program. Using presentations given in workshops, basic information in four critical areas of placement activities in the community college is provided. First, a presentation by B. Keith Duffin deals with the philosophy and assumptions which underlie a successful placement operation. Second, Glenn A. Adams deals with the development of a student's resume and its use in the placement process. Additionally, materials developed by workshop participants are included as samples of ways of handling induction activities, processing employer requests, and circulating opportunities to both faculty and students. Third, Richard Jennings provides concrete information as to how placement directors can organize programs of public relations and advertising of both the college and placement services. Finally, James K. Morishima shares suggestions relative to conducting followup studies and evaluations of placement operations. (Author)

ED 093 432 JC 740 245

Scott, C. S. And Others

Vocational Choice Change Patterns of a National Sample of Community-Junior College Students.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-64

Pub Date May 74

Note—12p.

Available from—ACT Publications, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Career Choice, College Students, *Community Colleges, *Junior Colleges, National Surveys, *Occupational Choice, Vocational Interests

This study examines changes in expressed vocational choices made over an 18-month period by a sample of students who were each enrolled in one of 62 2-year institutions. Ability, interest, and family background measures were used as independent variables. Results indicated (1) that vocational choice changers were very similar to nonchangers in terms of the 23 independent variables examined; (2) that vocational choice change patterns varied widely among groups of changers; and (3) that there were very substantial differences in the choice changes made by males and females. Theoretical and practical implications of the findings are discussed. (Author)

ED 093 433 JC 740 246

Harper, Jane

The Evaluation of a Multi-Media Self-Paced Individualized Instructional System in Beginning College French.

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*French, *Individualized Instruction, Instructional Technology, *Junior Colleges, Language Instruction, *Language Programs, Language Skills, *Multimedia Instruction, Teaching Procedures

This is a study comparing the amount of change in the level of competence in language skills between beginning students of French in two types of instructional programs. Significant differences were found between students enrolled in regularly scheduled classes and those using a multimedia, self-paced, individualized instructional system. Students using the individualized system made significantly more progress than the students attending regular classes in speaking, reading, writing, and composite language skill. There was no significant difference between the two groups in listening comprehension. Levels of language competence were measured by the "MLA—Cooperative Foreign Language Tests," and additional data was obtained by administering the "Otis Quick Scoring Tests of Mental Ability." An additional conclusion of the study was that students scoring in the upper and lower extremes of measured mental ability benefited more from the individualized program than did the students in the middle one-third of the sample. (Author/SW)

ED 093 434 JC 740 247

The IRC Model for Input-Output Analysis of Student Personnel Services.

Florida Community Junior Coll. Inter-institutional Research Council, Gainesville.

Pub Date 73

Note—97p.

Available from—IRC, College of Education, University of Florida, Gainesville, Florida 32601 (\$15.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Community Colleges, Cost Effectiveness, *Educational Assessment, Educational Planning, Guidance Objectives, *Junior Colleges, Program Evaluation, *Student Personnel Services, Systems Analysis

The IRC Model for Input-Output Analysis of Student Personnel Services is designed to provide information to support program planning-evaluation-budget systems of participating colleges. The instruments of the model have been constructed to allow the application of systems analysis techniques to a wide variety of student personnel settings. The instruments of the IRC Model which are presented in this document consist of the fol-

lowing: "Student Personnel Services Objectives Assessment", by which students and faculty rate selected student personnel objectives; and "Assessment of Outputs for Student Personnel Services", by which students and faculty rate the extent to which current student personnel services are successful in accomplishing the selected objectives. The IRC Model was developed through a 1971-73 statewide student personnel services project of 26 Florida community/junior colleges. The normative data for this administration of the model is presented in 28 pages of this document. A "Guide for Cost Analysis of Student Personnel Services Strategies" is also presented. (SW)

ED 093 435 JC 740 248

Green, Sylvia Hernandez, Edward, Jr.

A Study of the Relationship Between the Ethnic Background of the Counselor and the Student Enrollment in Ethnic Studies Classes.

Pub Date 21 Jan 74

Note—26p.; A practicum report for the Doctoral Degree in Education, Nova University

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Counselor Attitudes, *Counselor Characteristics, *Educational Counseling, Ethnic Groups, *Ethnic Studies, *Minority Groups

This practicum report explores the belief that the decreasing enrollment in ethnic studies classes at Pasadena City College is related to the ethnic affiliation of the counselors and the counselors' knowledge about ethnic studies. The study investigated whether counselors who were members of an ethnic minority group enrolled more students in ethnic studies classes than counselors who were not minority members. (SW)

ED 093 436 JC 740 249

Muha, Joseph G. Snyder, John H.

Penalty-No Penalty Drop Policy.

Pub Date 14 Dec 73

Note—19p.; A practicum report for the Doctoral Degree in Education, Nova University

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Records, *Dropout Rate, *Dropout Research, School Holding Power, *Student Enrollment

This study sought to determine what effect the utilization of a penalty or no-penalty drop policy would have on retention of students at Pasadena City College. It was found that there was a significant difference both in grades received and the retention of students as a result of the adoption of a 16 week no-penalty drop policy at the college. The attrition rate increased, but withdrawal from classes was gradual and distributed throughout the semester, rather than being all at the end of the semester. (SW)

ED 093 437 JC 740 250

Jorgensen, Vern F.

A Study of the Relationship That Exists Between the Rate of Student Course Completions and Three Course Scheduling Variables.

Pub Date 9 Feb 74

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Classes (Groups of Students), *Dropout Rate, *Dropout Research, *Scheduling, *School Schedules, *Student Enrollment

This study sought to determine the relationship between selected variables used in scheduling classes and the ratio of student course completion. Hypotheses of the study were: (1) there is no difference in the proportion of student course completions for morning, midmorning, afternoon, and extension classes; (2) there is no relationship between the proportion of student course completions and the type of class; and (3) there is no relationship between the proportion of course completion and the size of the class. It was found that student course completion was not significantly affected by the type of class or by the time of day the class was scheduled. Student completion was not significantly affected by class size for classes with an enrollment greater than 20 students. Also, student course completion was adversely affected by class size for classes characterized as small (1-20 students). (Author/SW)

ED 093 438 JC 740 251

Parsons, Gary L. And Others

Experience as a Community College Student as a Criterion for the Selection of Community College Teachers.

Pub Date Dec 73

Note—24p.; A practicum report for the Doctoral Degree in Education, Nova University

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Community Colleges, *Teacher Background, *Teacher Evaluation

This study investigated the assumption that teachers who have been community college students are more effective as teachers at the community college level than are teachers who have never attended a community college. No significant relationship was found between instructor success as measured by the level of student retention in English composition classes and past instructor experience as a community college student. Limitations of the study were that retention was observed for only 8 weeks, and that older instructors had more experience teaching and therefore might retain more students. (Author/SW)

ED 093 439 JC 740 252

Ragan, Kay

A Comparison of Retention and Academic Success of Early and Late Applicants to Mt. San Antonio College.

Pub Date 20 Dec 73

Note—20p.; A practicum report for the Doctoral Degree in Education, Nova University

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, *College Admission, *Community Colleges, *Dropout Rate, Early Admission, *Grade Point Average

Early and late applicants to Mt. San Antonio College were compared in this study on the basis of grade point average and number of course units completed. Both full-time and part-time students who applied early were compared to students who applied late. All of the students studied were admitted for the fall 1972-73 semester. The dropout rate of early and late applying students was also compared. There was no significant difference revealed in the grade point average of new full-time and part-time students applying early and those applying late. (SW)

ED 093 440 JC 740 253

Lomen, Lynn D.

[A Practicum Designed] to Determine What Changes the Federal Funds for the Handicapped Have Made in the Handicapped Program and the College Itself.

Pub Date Mar 74

Note—32p.; A practicum report for the Doctoral Degree in Education, Nova University

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Community Colleges, *Federal Aid, *Handicapped Students, *Special Programs, *Special Services

In surveying the handicapped program policies of the eight Los Angeles Community Colleges, it was found that there was a great discrepancy in the funding of the colleges for the handicapped programs and consequently the quality of the programs offered. The programs range from nothing to rather extensive programs in which an effort is made to identify the handicapped students and present a comprehensive program in an attempt to ensure their success. The coordinators recommended that: (1) the district help eliminate excessive paperwork in proposal writing; (2) provision be made for off-campus transportation; (3) the district provide computer services for better identification; (4) the college coordinators become more involved in decision making; and (5) the district provide more research and workshops. (Author)

ED 093 441 JC 740 254

Data on Iowa's Area Schools (School Year 1972-73).

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 73

Note—593p.

EDRS Price MF-\$1.05 HC-\$28.20 PLUS POSTAGE

Descriptors—*Area Vocational Schools, *Community Colleges, *Post Secondary Education, *School Statistics, State Surveys

Identifiers—Area Schools, *Iowa

This document is an attempt to bring together in one source a comprehensive statistical picture of public post-secondary two-year institutions in Iowa during the 1972-73 school year. Much of the data in this publication is presented in tables. Brief narratives and charts have also been included to assist in providing the reader with a more easily understood publication. There are 75 tables or figures presented in the document. (Author)

ED 093 442 JC 740 255

Project USHER (Uniting Science and Humanness for Educational Redesign): A Proposal for Implementing a Humanistic Management System in Community Colleges.

Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education; League for Innovation in the Community Coll., Los Angeles, Calif.

Pub Date 4 Sep 73

Note—34p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Budgeting, *Community Colleges, *Educational Administration, Educational Assessment, *Educational Finance, *Educational Planning, *Management Systems, Program Planning

Project USHER is designed to help community colleges implement a humanistic management system. This objective is to be achieved by giving each participating college the capability to redesign its own educational system through implementing a planning, programming, budgeting, and evaluation system (PPBE) within the context of participative management. Representatives of the broad educational community will be brought into a single team to redesign the educational system over a long-term period so that this system can be more responsive to the changing needs of the community. Steps in the overall redesign process include: (1) organizing a planning team, (2) developing systemwide objectives, (3) assessing needs and establishing priorities, (4) estimating revenues, (5) establishing a program structure, (6) analyzing programs on a systematic basis, (7) developing a program budget, (8) allocating resources, (9) preparing operational plans, (10) developing an information system, (11) implementing the operational plans, and (12) evaluating and revising programs. (Author/SW)

PS

ED 093 443 PS 006 707

[Planning Early Childhood Education Programs in Illinois].

Pub Date [73]

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Programs, Continuous Learning, Cooperative Planning, Day Care Services, *Early Childhood Education, *Educational Objectives, *Educational Planning, Inservice Education, *Measurement Goals, *Policy Formation, Program Improvement, Statewide Planning, Teacher Education, Working Women

Identifiers—*Illinois
The long range goals for preschool education in Illinois are described in this report, with emphasis on three important concepts: (1) cooperation of all levels of education in supporting the concept of early education, (2) necessity of educating teachers in this specific profession, and (3) incorporating early education programs in the public school structure. This paper lists a number of objectives, and defines and describes the criteria by which these objectives may be judged to have been accomplished. (Author/CS)

ED 093 444 PS 006 927

Honig, A. S. Lally, J. R.

Behavior Profiles of Experienced Teachers of Infants.

Pub Date 74

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Age Differences, Child Development, *Day Care Services, *Infants, Measurement Instruments, *Observation, Program Evaluation, *Student Teacher Relationship, *Teacher Behavior

Identifiers—ABC, *Assessing the Behavior of Caregivers

This study investigates characteristics of experienced teachers of infants in terms of the kinds of adult-child interactions that occur. Two measurement instruments were developed so that teacher-infant relationships could be studied objectively. Assessing the Behavior of Caregivers (ABC) I and II are checklists for use with infants (0-18 months) and toddlers (18-36 months). Observers recorded adult-child interactions in terms of the behaviorally defined categories of the ABC instruments during various aspects of infant day care programs. Subjects were two teachers (each with 4 years experience) who worked with infants, and 2 teachers (each with 7 years experience) who worked with toddlers. Both forms of the checklist were found to be effective in monitoring infant day care programs. The kinds and frequencies of behaviors emitted by the teachers reflected well the social-emotional and cognitive goals of a developmental day care program for younger and older infants. Copies of ABC I and II are appended to the document. (DP)

ED 093 445 PS 006 950

Karmel, Bernard Z.

Brain Mechanisms Involved in Early Visual Perception.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 73

Note—24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29-April 1, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Attention, Behavior Development, *Child Development, *Infant Behavior, Maturation, *Neurological Organization, *Visual Stimuli

Identifiers—Contour Density Stimulus Characteristics, *Selective Attention

This document presents an analysis of the early attending responses and orienting reactions of infants which can be observed at birth and shortly thereafter. Focus is on one specific orienting reaction, the early direction and maintenance of one's eyes and head toward certain stimuli instead of others. The physical properties of stimuli that control the response are discussed. Patterned stimuli are preferred over unpatterned ones, and the contour density of stimulus surfaces appears to be a crucial variable in controlling this preference. The second issue discussed concerns systematic changes in reactions to these stimuli as the child develops. Third, the question of how these specific physical properties might stimulate the developing nervous system is addressed. Electrophysiological studies are reviewed, indicating that contour density and other factors that interact with contour density do control the amplitudes in some components of visually evoked potentials (VEPs). Finally, the document proposes a possible description of how this stimulation might be brought under the self-control of the infant's own actions. The speculation focuses on (1) inhibitory loops in the brain, and (2) the developing receptive field between 4 and 5 months. (DP)

ED 093 446 PS 006 960

Krueger, Gilbert K. And Others

An Organizational Analysis of Project Follow Through. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Division of Compensatory Education, BESE.

Pub Date 1 Apr 73

Grant—OEG-D-70-4940(286)

Note—413p.

EDRS Price MF-\$0.75 HC-\$19.80 PLUS

POSTAGE

Descriptors—*Administrative Organization, Bureaucracy, *Compensatory Education Programs, *Federal Programs, Organizational Change, *Program Administration, *Program Descriptions, Program Evaluation, Program Improvement

Identifiers—*Project Follow Through

The purpose of this study is to provide an assessment of the Follow Through organization and its major components in order to identify problems in functioning and to suggest possible organizational changes that would lead to improved functioning. Each of the major components of Follow Through—the Follow Through Office, the sponsors, local projects, and the evaluation effort—is described and the organization of these components into a total program is outlined. The historical development of the program as well as its present structure and functioning is reviewed. Conclusions and implications are drawn from the Follow Through experience that would appear to be relevant to the administration of similar programs of intervention and experimental innovation. (Author/CS)

ED 093 447 PS 007 007

Ashby, G. F.

Pre-School Theories and Strategies.

Pub Date 72

Note—79p.; The Second Century in Australian Education Series, No. 6

Available from—International Scholarly Book Services, Inc., P.O. Box 4347, Portland, Oregon 97208 (Paper, \$4.30)

Document Not Available from EDRS.

Descriptors—Educational History, Educational Philosophy, *Educational Theories, Equal Education, Intervention, Objectives, Parent Teacher Cooperation, *Preschool Curriculum, *Preschool Education, *Program Planning, *Semantics, Teacher Role

Identifiers—Australia, *Conceptual Analysis

This book presents a basis for preschool education derived from a rigorous analysis of the concept of education. The central concern is to provide a strategy for the development of an Australian preschool that is educationally sound, and, at the same time, has an identity of its own. Included are discussions of the dilemmas, issues, and strategies of preschool education, as well as a discussion of educational theory and the preschool. (CS)

ED 093 448 PS 007 085

Rheingold, Harriet L.

Sharing at an Early Age.

Pub Date Aug 73

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Adjustment (to Environment), *Behavioral Science Research, *Behavior Development, Child Development, Environmental Influences, Imitation, *Infant Behavior, *Learning Processes, Parent Child Relationship, Play, Reinforcement

Identifiers—*Sharing

During an experiment on infant behavior, it was observed that young children shared toys with their mothers; therefore, a series of research studies was designed to investigate this phenomenon. The general purposes of the research were: (1) to define sharing more precisely and develop objective measures of frequency and duration for it, (2) to analyze the order in which sharing behaviors occur, (3) to investigate characteristics of objects that children would share and the persons who would be shared with. Data were taken from laboratory studies and field observations. Study subjects were 18 months old. Sharing was defined in terms of the following three responses: showing objects, giving objects, and playing with them while in contact with another individual. The studies included analysis of several variables: (1) effects of novel versus familiar toys, and toy versus nontoy objects, (2) effects of differential social reinforcement, (3) recipients other than the mother (fathers, relatively unfamiliar persons), and (4) effects of environmental changes (decorations) on the showing component of sharing. Discussion focuses on the learning processes that may be involved in the origins of sharing, which is viewed as an adaptive response. Sharing in other species and in prehistoric man are also considered. (DP)

ED 093 449 PS 007 090

Fiene, Richard John

Cognitive and Socio-Emotional Development of Preschool Children in Individualized Instruction Program.

State Univ. of New York, Stony Brook. Dept. of Psychology.

Pub Date Jun 73

Note—9p.; For related documents, see PS 007 089-092

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Day Care Programs, *Group Instruction, *Individualized Instruction, Interaction, Peer Relationship, *Play, *Preschool Children, Preschool Tests, Research, Student Teacher Ratio, Tables (Data)

This research study, one in a series on day care, is based on the rationale that 2-year-old children, in play, are predominantly oriented toward solitary play and adults. Twelve subjects between 24 and 38 months of age, matched demographically on the Caldwell Pre-School Inventory and the Vineland Social Scales of Maturity were selected to test this hypothesis. Six of the subjects participated in an Individualized Instruction Program (I.I.P.) of play, and the remaining six belonged to a group play program. Pretest baseline data, midtest, and posttest data were obtained. Test results showed significantly better scores for the I.I.P. group on both the Caldwell Pre-School Inventory and the Vineland Social Scales of Maturity. Interactional data revealed more cooperative play among the I.I.P. subjects. Subsequent discussion indicated that the I.I.P. subjects were more successful due to the presence of the needed adult in their interaction with the environment. In addition, in group play a staff/student ratio of 1:3 produced a higher quality of verbal and social interaction than a ratio of 2:6. (SDH)

ED 093 450 PS 007 092

Fiene, Richard John

Time Spent in N-V and N-V-A Sentence Structures in Family and Group Day Care Centers.

State Univ. of New York, Stony Brook. Dept. of Psychology.

Pub Date Dec 72

Note—11p.; For related documents, see PS 007 089-091

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Activities, *Day Care Services, *Preschool Children, Research, Research Problems, *Sentence Structure, *Verbal Communication, *Verbal Development

Identifiers—Family Day Care, Group Day Care

This paper, one in a series investigating day care services, is based on two assumptions concerning verbalizations of preschool children: (1) the complexity of verbalizations is more important than the quantity; and (2) the quality of care is directly related to the occurrence of the complexity of verbalizations. The higher the occurrence of complex verbalizations the more desirable the care. To distinguish between the quality of care given in family day care centers and group day care centers, two hypotheses are presented and tested which state that more complex verbalizations (N-V-A) will be produced in the family day care center and that the group day care center will produce more simple verbalizations (N-V) than complex. Ten randomly-chosen children between the ages of 28 and 54 months were used as subjects, and a total of 400 minutes of observation for all the children were taken by trained preschool teachers. Results confirmed the hypotheses, but significance levels were low due to some inherent problems in the procedures. These are discussed. (SDH)

ED 093 451 PS 007 099

Taylor, Arlette Ryan, Margaret

Day Programming for Infants in Day Care.

Educational Day Care Services Association, Cambridge, Mass.

Pub Date [73]

Note—50p.

Available from—Educational Day Care Services Association, 11 Day Street, Cambridge, MA 02140 (Paper, \$1.95)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Activities, Child Development, *Curriculum, *Day Care Services, Early Childhood Education, Early Experience, *Guidelines, *Infants, Program Descriptions

This report describes an infant day care curriculum which provides guidelines for programs that are involved with very young children. The goal of such programs should be the development of children's self-confidence, love of learning, and feelings of importance and success. Activities for infants and toddlers should stimulate intellectual development while simultaneously enhancing chil-

dren's sense of safety and security. Play is the focal educational experience in the curriculum, with emphasis on action in the physical environment. The report is presented in two parts. The first part concerns areas of learning and appropriate activities. Included are large motor activities, with specific suggestions for children ages 1-3, 3-4, 5-6, 6-9, 10-12, and 12-30 months. Activities for language and mathematical skill development for older (18-30 month) infants are also described. Part II concerns caretaking aspects of the program, with suggested procedures for eating, sleeping, diapering and toileting, and laundry. (DP)

ED 093 452 PS 007 109

Cain, Glen G. Barnow, Burt S.
The Educational Performance of Children in Head Start and Control Groups. Final Report.
Wisconsin Univ., Madison.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Bureau No.—BR-2-0721

Pub Date 24 Sep 73

Grant—OEG-0-72-1384

Note—273p.; The text of this report was originally submitted by Burt S. Barnow, as a Ph.D. Dissertation, University of Wisconsin, 1973

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Evaluation Methods, *Evaluation Techniques, *Research Methodology, *Research Problems, *Statistical Analysis Identifiers—*Project Head Start

This report is a re-analysis of the data collected and analyzed by the Westinghouse Learning Corporation (WLC) and Ohio University concerning the average impact of Project Head Start on the cognitive development of a nationwide sample of children. The re-analysis was considered necessary because of unclear methodological issues in evaluation research and the existence of much data that was not used in the WLC analysis. A basic question raised is whether the WLC data can be used to produce unbiased estimates of the effects of Head Start. Several formal models of Head Start Evaluation are presented in order to determine the conditions that would lead to biased and unbiased estimates. The WLC report did not describe its procedures for selecting children for Head Start and control groups. For the re-analysis, the following modifications of the WLC study were made: (1) use of ungrouped instead of grouped data, (2) expanded list of socioeconomic and demographic independent variables, and (3) inclusion of the Head Start variable in a manner to allow for different effects for children from various ethnic groups and family structures. Findings generally support the original study, but indicate that Head Start was more effective than the WLC report indicated. (DP/Author)

ED 093 453 PS 007 151

Paul, Alice Meredith, Keith
Individualizing Professional Development for Educational Change Agents.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Pub Date [73]

Note—207p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Change Agents, Change Strategies, *Early Childhood Education, Individualized Programs, *Program Descriptions, Program Evaluation, Questionnaires, School Schedules, *Summe Institutes, Supervisory Training, *Teacher Education, Training Objectives, Training Techniques Identifiers—TEEM, *Tucson Early Education Model

The major portion of this report is devoted to a description of the objectives, training strategies, evaluation strategies, and recommendations of the two 1973 summer Institutes for Program Assistants and Field Representatives of the Tucson Early Education Model (TEEM) Program. Within the TEEM program, education is viewed as a continuous process, necessitating a kind of "delivery system" to insure a constant cycle of communication concerning research and development between classroom personnel and training personnel. TEEM training programs are designed: (1) to insure a "delivery system" which allows for a constant interaction between classroom

practice and program development, and (2) to allow the empirical data collected to be used to develop future training programs. To implement an effective training design for TEEM classroom personnel, an individualized program has been constructed in the specialized educational roles of various educational change agents in the program have been defined. Field representatives function to disseminate operational understanding of the educational program and strategy to Program Assistants (trainers of teachers) who disseminate operational understanding of the classroom program to teachers and teacher assistants working in TEEM classrooms. The report appendices include detailed information on training schedules, behavioral objectives, instructional objectives, bibliographies, planning sessions, and assessment questionnaires. (CS)

ED 093 454 PS 007 178

McGowan, Brenda G.
Child Advocacy: Implications for Child Welfare.
Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-386

Pub Date 17 Apr 73

Note—31p.; Paper presented at the Southeast Regional Conference, Child Welfare League of America (Atlanta, Georgia, Apr. 17, 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Agency Role, *Child Advocacy, *Child Welfare, Evaluation Criteria, Intervention, Models, *Policy Formation, *Program Evaluation, *Social Services, Social Workers

The purpose of this study was to evaluate the many diverse activities going on under the child advocacy label in order to determine if there was anything new or different about this phenomenon and to attempt some conceptual ordering of the field. Interviews were conducted with a number of people knowledgeable in children's service, and an attempt was made to identify as many child advocacy programs as possible. Case studies of some 70 programs were conducted, and a total of 116 child advocacy programs were identified. On the basis of this survey, a number of themes which underlie current efforts in the child advocacy movement are elaborated, and implications for child welfare are presented. (CS)

ED 093 455 PS 007 179

Parke, Ross D.
Family Interaction in the Newborn Period: Some Findings, Some Observations, and Some Unresolved Issues.

Spons Agency—Fels Fund, Philadelphia, Pa.

Pub Date [73]

Note—25p.; Preprint of paper to appear in "Proceedings of the International Society for the Study of Behavioral Development," K. Riegel and J. Meacham (Eds.) 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Science Research, Caucasians, Family Relationship, *Infants, *Interaction Process Analysis, Lower Class Parents, Middle Class Parents, Negroes, *Parent Child Relationship, Parent Role, Sex Differences, *Social Behavior, Socioeconomic Influences Identifiers—Neonates

This paper presents two studies which explored the manner in which the father interacts with his newborn infant and compared paternal and maternal interaction patterns. In contrast to earlier studies, a direct observational approach was employed that permitted a detailed specification of father behaviors in the presence of the newborn. In the first study, a time sampling observational procedure was used with 19 Caucasian, middle-class couples 6-48 hours after delivery. Two sets of observations were made: (1) mother-father-infant, and (2) mother-infant alone. Data revealed that the father was just as likely to interact with the baby as the mother. The second study consisted of a sample of 51 white and 31 black, lower-class couples from a large metropolitan general hospital. This time, observations were made on father-infant interaction, as well as mother-infant interaction, and mother-father-infant interaction. Results indicate that parents tend to react similarly to their infant when alone. Both studies indicate that the sex and ordinal position of the infant are important

modifying variables in early parent-infant interaction. Implications of both studies suggest that the father plays a more active role in early social interaction than previous research indicated. (CS)

ED 093 456 PS 007 180

Aitchison, Robert A. Liberman, Robert Paul
Evaluating Groups for Training Parents in Child Management.

Spons Agency—California State Dept. of Public Health, Berkeley.

Pub Date Aug 73

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Behavior Change, *Child Care, Group Instruction, Parent Education, *Parent Workshops, *Program Evaluation, Training Techniques

The Oxnard (California) Community Mental Health Center reports on evaluation of efforts to train parents in child management skills using behavior modification techniques. Rigorous training procedures, curriculum, and evaluation techniques have been developed over the past two years. Twenty groups of 3-15 parents have received training in behavior modification during 10 sessions led by mental health technicians. The paper emphasizes the importance of evaluating program outcome in terms of multilevel sources of data if the workshop format is to continue as a viable approach to child therapy. Accordingly, evaluation of program progress encompasses the traditionally defined process variables such as attendance, participation by parents in workshops sessions, and characteristics of leadership behaviors of the trainers. In addition, the evaluation of parent training as outlined in this paper is in terms of what parents do, rather than what they talk about doing. Therefore, the effects of the training program are evaluated in workshop role-playing sessions, and later by home and phone contacts. Finally, the paper suggests that the impact of parent workshops should be assessed in terms of the reduction of delinquency rates, admissions to residential treatment facilities for children, and dropout rates. (CS)

ED 093 457 PS 007 181

Lazar, Joyce B.

The Present Status and Future Needs in Longitudinal Studies in Early Childhood Research and Development. A Preliminary Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No.—OCD-CB-107

Pub Date Jan 72

Note—89p.; For related document see PS 007 182

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Cognitive Development, *Early Childhood, *Educational Research, Emotional Development, *Interagency Planning, Intervention, *Longitudinal Studies, Physical Development, Psychological Studies, *Research Needs, Social Development, State of the Art Reviews

A brief review of the findings of previously funded early childhood research is followed by a complete description and analysis of the longitudinal descriptive studies and longitudinal studies of intervention reported in FY 70 and 71 by the members of the Interagency Panel on Early Childhood Research and Development. The longitudinal descriptive studies are divided into those dealing primarily with Normal and Abnormal Physical and Psychological Development, and Cognitive and Socioemotional Development. Intervention studies are divided into two categories: Physical and Psychological Treatment and Early Educational Intervention. On the basis of these studies, an attempt is made to identify the major areas and populations needing further long term research. (CS)

ED 093 458 PS 007 182

Lazar, Joyce B.

An Analysis of the Process of Establishing and Utilizing Research Priorities in Federally Funded Early Childhood Research and Development.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Dec 71

Note—29p.; For related document see PS 007 181

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Agency Role, *Early Childhood, Educational Policy, Feedback, Financial Support, Information Dissemination, *Interagency Coordination, Interagency Planning, Objectives, *Policy Formation, Program Planning, *Research Criteria

This report describes the process by which participating agencies in the Interagency Panel on Early Childhood Research and Development establish priorities, translate these priorities into research activities, and utilize these research findings in further policy decisions and research planning. The process is discussed under the following categories: the planning phase, the funding phase, the research implementation phase, and the reporting, dissemination and feedback phase. Also reported are influential internal and external factors such as the official agency objectives, the structure of the agency, or the major emphasis of research of the agency: basic, applied, evaluative, etc. Helpful charts are included along with specific agency suggestions on how the Interagency Panel can promote the broader dissemination and use of research findings in making policy decisions. (CS)

ED 093 459 PS 007 183

Searcy, Ellen O. Ouellet, Ronald

The History and Current Status of Federal Legislation Pertaining to Day Care Programs.

George Washington Univ., Washington, D.C. Social Research Group.

Pub Date Nov 71

Note—35p.; Appendix A, "The Day-Care Jungle" by Susan Boyer, reprinted from "Saturday Review," (Feb. 20, 1971), pp. 50-51 is copyrighted and is not included in the pagination; Some parts of this document may reproduce poorly

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Comprehensive Programs, *Day Care Services, Educational Finance, Expenditures, *Federal Aid, *Federal Legislation, Government Role, *Policy Formation, *Political Issues

This report is a brief summary of the history of Federal Day Care provisions through the sixties and an analysis of the child care legislation pending in Congress during 1971. The 92nd Congress, in attempts to answer the growing demands for Federally-sponsored child care, introduced four separate bills dealing with child care financing: H.R. 1 (Social Security Amendments of 1971), S. 2003 (Child Care Services Act of 1971), S. 2007 (Economic Opportunity Amendments of 1971), and the H.R. 10351 (Comprehensive Child Development Act). Materials outlining the major points and significant differences in H.R. 1 and S. 2003 appear in Appendix B, and key differences between H.R. 10351 and S. 2007 are outlined in Appendix C. The report highlights areas of agreement in the bills, and indicates specific measures where compromise is needed. (CS)

ED 093 460 PS 007 184

Shortened School Day Program, 1970-71. Report. Woodbridge Public Schools, Conn.

Pub Date 28 May 71

Note—20p.; Prepared by the staff of Center School, Woodbridge, Connecticut

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Early Childhood Education, *Enrichment Activities, *Flexible Scheduling, Grade 1, Parent Reaction, Program Descriptions, *Program Evaluation, *Reinforcement, Teacher Attitudes

This report describes the program, parental reactions, and teacher evaluations of a Shortened Day Program (4 1/2 hours) for first year primary students. Instigated at the request of teachers, the program was designed to help young children make the transition from a half day of kindergarten to a full 6-hour day of first year school. Mathematics and reading reinforcement were emphasized. Parent reaction plus teacher evaluation gave the program an affirmative endorsement. (CS)

ED 093 461

Searcy, Ellen O.

Broad Agency Goals and Agency Research Objectives for FY 72.

George Washington Univ., Washington, D.C. Social Research Group.

Pub Date Dec 71

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Agencies, *Early Childhood Education, *Federal Programs, Goal Orientation, Institutional Role, Interagency Planning, *Objectives, Policy Formation, Research Needs, *Research Projects

The Interagency Panel on Early Childhood Research and Development has prepared a statement of the research objectives for each major agency (Office of Child Development, National Institute of Health, Social and Rehabilitation Service, Health Services and Mental Health Administration, Office of Education), and listed the research objectives of the research groups within each agency for FY 72. A number of the goals are directly related to the legislation authorizing early childhood research quoted in "Legislative Mandates for Early Childhood Research." The entire list of goals for each agency serves to define the overall agency mission as well as to indicate some plausible directions for future research. The statements of research objectives demonstrate to some extent the relationship between research and broad agency objectives. A condensed listing of the priorities for early childhood research designated by the Interagency Panel is attached. (CS)

ED 093 462

Dauer, Victor P.

Essential Movement Experiences for Preschool and Primary Children.

Pub Date 72

Note—325p.

Available from—Burgess Publishing Company, 426 S. Sixth Street, Minneapolis, Minnesota 55415 (\$8.50)

Document Not Available from EDRS.

Descriptors—Athletic Activities, Athletic Equipment, Athletic Programs, Class Management, Classroom Games, Curriculum Guides, Dramatic Play, *Early Childhood Education, Lesson Plans, *Physical Activities, Physical Development, *Physical Education, Physical Education Facilities, Physical Fitness, *Textbooks

A major purpose of this text is to present a broad program of varied and vigorous physical education activities for the preschool and early primary school child. The text also includes chapters dealing with equipment, effective teaching, effective class management, lesson planning, and movement education. (CS)

ED 093 463

Allen, Sally V. And Others

Perspectives on Child Care.

Harvard Univ., Cambridge, Mass. Center for Law and Education.; National Association for the Education of Young Children, Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—65p.

Available from—Publications Dept., National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$1.25, paper)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Child Care, Child Development, *Day Care Services, *Federal Legislation, *Program Development, *Program Planning, State Programs

This booklet presents a collection of articles on child care which relate to the question of federal funds for day care services. The articles analyze the following issues: (1) disparities in the quality of care available today, (2) the cost of day care, (3) applications of experiences with Head Start to federally funded child care programs, (4) what Congress is currently doing in the area of child care program design, (5) common misunderstandings and myths which perpetuate opposition to comprehensive services, (6) essential components of good child care legislation, (7)

PS 007 185

concerns and activities of individual states in the field of child development, (8) concerns of the black community, and (9) results of a 3-year study of day care in the United States. (DP)

ED 093 464

Hertz, Thomas W. And Others

Toward Interagency Coordination: An Overview of Federal Research and Development Activities Relating to Early Childhood. Third Annual Report.

George Washington Univ., Washington, D.C. Social Research Group; Interagency Panel on Early Childhood Research and Development, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-107

Pub Date Dec 73

Note—194p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Developmental Programs, *Early Childhood, *Federal Programs, Information Systems, *Interagency Coordination, Interagency Planning, Intervention, Longitudinal Studies, Program Descriptions, Program Evaluation, *Research Needs, Research Projects, Statistical Analysis, *Youth Agencies

The major purposes of this third annual report of the Interagency Panel on Early Childhood Research and Development are to analyze research activities funded by the member agencies during the fiscal year 1973, and to identify changes and trends in the agencies' research plans. Chapter 1 contains information about the panel's regular and special interest group meetings and activities during fiscal year 1973, and a description of critical research needs and gaps identified by the panel. Chapter 2 contains an analysis of fiscal year 1973 research projects in the context of these needs and gaps. In chapter 3, current plans of the member agencies are presented and examined in order to determine major trends and new directions. The plans also are evaluated in terms of the degree to which they address the major needs in early childhood research and development. Activities planned or currently being undertaken by the panel are discussed in chapter 4. (Author/CS)

ED 093 465

Wackman, Daniel B. And Others

Children's Information Processing of Television Commercial Messages. Appendix III.

Marketing Science Inst., Cambridge, Mass.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 30 Aug 73

Note—67p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 1973); Document may reproduce poorly due to condition of original copy

Available from—Marketing Science Institute, 14 Story Street, Cambridge, Massachusetts 02138 (\$1.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Attention, Behavioral Science Research, *Child Psychology, Cognitive Ability, *Cognitive Processes, *Developmental Psychology, Longitudinal Studies, *Television Commercials

Identifiers—Information Processes (Psychological), *Piagetian Theory

Aspects of Piaget's theory were applied in the studies reported which examine two aspects of children's information processing of television commercials—selection of information and cognitive processing of information. Children's selection of information was indexed in terms of patterns of attention to television commercials in the natural environment of the home. Children's cognitive processing of information was indexed in terms of responses to a variety of questions concerning TV commercials and programs. Two sets of studies are reported here. The early studies included upper middle class children, 5-12 years old, and the later study included children aged 4-8. In the early studies, data was collected in the home. Attention behavior data was collected by mothers, and interview data related to children's processing of information was collected by pairs of interviewers. In the later study, attention behavior and interview data were collected in the

school by observer-interviewers. Responses to the various questions in both studies are highly consistent with Piaget's theoretical discussion regarding differences in the cognitive structures of preoperational and concrete operational children. Results are reported on the basis of three cognitive levels which were identified: low cognitive level, medium cognitive level, and high cognitive level. Results indicate that what is learned by children increases with age and that part of this increase is due to changes in cognitive development. (CS)

ED 093 466 PS 007 209
Scott, Phyllis M. Darbyshire, Margaret
Early Education Programs and Aboriginal Families in Victoria.

Bernard Van Leer Foundation, The Hague (Netherlands); Monash Univ., Clayton, Victoria (Australia).

Pub Date Sep 73

Note—292p; Report on the Bernard van Leer Foundation Pre-School Project, Monash University, 1969-1972

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Cultural Factors, Educational Diagnosis, Educational Objectives, Educational Problems, *Family Environment, *Field Studies, Followup Studies, Guidelines, *Pilot Projects, *Preschool Education, *Program Descriptions, Standardized Tests, Statistical Analysis, Teaching Programs
Identifiers—*Aboriginal Families, Australia

This report summarizes some of the thinking, data, problems and other factors affecting the field work of a 4-year study of preschool programs with aboriginal families in Victoria. The project aims included: (1) establishing positive communication with part-aboriginal families in Victoria, in order to understand what planned educational contributions might appropriately be made to families with young children; (2) developing tentative preschool programs which, while allowing such communication, would provide some immediate educational support and create bases for developing future work; (3) defining issues needing consideration in educational work with part-aboriginal adults and children, and trying to develop a frame of reference which would help resolve some of the current controversy surrounding experimental preschool programs; and (4) obtaining descriptive information relevant to these issues in education and psychological research. In addition, the emphasis of this report is a descriptive analysis of some current problems affecting progress with field work, such as: clarifying purposes and bases for action, selection and review of tests, teaching programs and field work problems, followup studies, and establishing guidelines for future action. (CS)

ED 093 467 88 PS 007 217
Tripplett, Suzanne

The Establishment of Regional Centers for Early Childhood Staff Development. Final Evaluation Report.

Gaston County Public Schools, Gastonia, N.C.; Learning Inst. of North Carolina, Durham.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—204p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Early Childhood Education, Formative Evaluation, Management Development, Objectives, Performance Criteria, *Personnel Evaluation, Program Descriptions, *Program Evaluation, Program Improvement, Special Education, Standardized Tests, *Student Evaluation, Teacher Attitudes, *Teacher Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This final report is the 1972-73 evaluation of the ESEA, Title III project to establish regional centers for early childhood staff development in North Carolina. Chapter 1 lists the overall project objectives. Chapter 2 identifies and describes the project management staff. Chapter 3 is concerned with staff development, attitudes, and practices. Chapter 4 is concerned with the measurement and evaluation of the three areas of student growth: mental age, achievement, and classroom

behavior. Chapter 5 describes the special education component of the program, whereby the needs of children with special learning problems are met within the context of the open classroom. The evaluation is mainly process-oriented, and the evaluator worked continuously with the project staff to expedite program changes indicated by the evaluation. (CS)

ED 093 468 PS 007 225

Fallon, Berlie J., Ed.

40 Innovative Programs in Early Childhood Education.

Pub Date 73

Note—285p.

Available from—Lear Siegler, Inc./Fearon Publishers, 6 David Drive, Belmont, CA 94002

(Paper, no price quoted)

Document Not Available from EDRS.

Descriptors—Bilingual Education, *Child Development, Differentiated Staffs, Disadvantaged Youth, *Early Childhood Education, Kindergarten, Open Education, Operant Conditioning, Paraprofessional School Personnel, *Parent Participation, *Preschool Education, *Teacher Education

Identifiers—Project Follow Through, Project Head Start

This book contains detailed descriptions of forty programs in early childhood education. Programs are innovative in the sense that each represents new departures and approaches for the implementing school systems. The book contains two main sections: Section I, Innovative Programs in Early Childhood Education, and Section II, Resources Section, which includes an overview of the field of early childhood education and fourteen excerpts from materials provided by schools with exemplary programs. Also included are a glossary, a table of descriptor terms, some sources of information on early childhood education, and a selected bibliography. (SBT)

ED 093 469 PS 007 226

Hobson, Arline B.

The Natural Method of Language Learning: Systematized.

Arizona Univ., Tucson, Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-0-70-1810(725)

Note—53p.

Available from—Arizona Center for Educational Research and Development, College of Education, University of Arizona, Tucson, Arizona 85721 (\$1.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Child Language, Concept Formation, Feedback, Intentional Learning, *Interaction Process Analysis, *Language Development, Language Patterns, *Language Research, Models, *Observational Learning, Role Models, Structural Analysis, *Student Teacher Relationship, Teacher Characteristics, Teacher Role, Teaching Methods

Identifiers—*Tucson Early Education Model

In this monograph, the language and pedagogical concepts embodied in the Tucson Early Education Model are used to develop a systematized method of natural language learning. It is hypothesized that young children in school continually re-systematize their language, and that conscious and systematic modeling by the teacher should accelerate this natural language learning. Characteristics of this natural language learning method are: (1) conscious modeling, (2) corrective feedback by the adult, (3) elaboration in modeling, (4) expansion in modeling, (5) extension of knowledge, (6) provision for the child to practice talking, (7) consistent response by an adult in a program of discriminating reinforcement, (8) structuring of the environment so that there is a structural demand for specific modes of thought and particular language forms related to such thought, and (9) verbal expression by an adult of a variety and a range of thought processes. Such an approach demands that the teacher, in order to be a conscious modeler, must think about thinking, think about talking, talk about thinking, and talk about talking. The eventual goal of language modeling is the mutual stimulation of the child's own thinking and talking. The monograph includes charts focusing on the language-intellectual relationship in classroom

interaction, a tentative hierarchy of mental activity for heuristic purposes, and a chapter dealing with more sophisticated aspects of the nature of language in the context of natural language learning. (CS)

ED 093 470 PS 007 233

Gardner, Ruth C., Comp.

Inter-Institutional Seminar in Childhood Education (2nd, Alta, Utah, August 5-10, 1973). Collected Papers, 1973.

Weber State Coll., Ogden, Utah.

Pub Date [73]

Note—252p.

Available from—Department of Elementary Education, Weber State College, 3750 Harrison Blvd., Ogden, Utah 84403 (Paper, \$3.00)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Beginning Reading, Cognitive Development, Conference Reports, *Early Childhood Education, Educational Games, *Educational Improvement, *Educational Philosophy, Group Behavior, *Interinstitutional Cooperation, Moral Development, Motivation, Poetry, *Seminars, Social Development, Teacher Attitudes, Values
Identifiers—*Utah

The collected seminar papers on childhood education included in this publication have three main objectives: (1) To acquaint participants from four Utah universities with research trends, with emerging principles and practices in child development, (2) to confront participants with different points of view and to provide opportunities to clarify their own positions, and (3) to stimulate interaction between faculties and students from different institutions. The 26 conference papers covered a wide variety of topics including simulation games, group dynamics, beginning reading, motivation, teaching concepts, moral development, classroom behavior, and teacher attitudes. (CS)

ED 093 471 PS 007 239

Eisner, Elliot W.

English Primary Schools: Some Observations and Assessments.

Stanford Univ., Calif. School of Education.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date 73

Note—113p.

Available from—Elliot W. Eisner, School of Education, Stanford University, Stanford, CA 94305 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Culture Conflict, Curriculum Design, Evaluation Techniques, *Open Education, *Primary Education, *Program Descriptions, Program Evaluation, School Organization, Secondary Education, Student Role, Teacher Role, *Values

Identifiers—*England, Plowden Report

An American professor reports on English Primary Schools. His comments are based upon observations made on a variety of English educational institutions as a result of his role as visiting scholar at the Institute of Education at the University of London. Highlighted in his report is the underlying value conflict between Plowden-oriented primary schools and traditional primary schooling as revealed in school organization, teacher role, characteristics of the curriculum, and the forms and functions of evaluation. Furthermore, the general mis-match between educational practices in Plowden-oriented primary schools and practices in the conservative, exam-oriented secondary schools reflect the conflicting values of the society. Whether one or the other set of educational values will prevail during the coming decade will be influenced by political beliefs and the vested professional interests of educators. (CS)

ED 093 472 PS 007 240

Gueller, Betty Frey, Virginia

Individualization in Kindergarten: A Learning Centers Approach.

Cedarburg Public Schools, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Jul 73

Note—26p; Revised

Available from—Parkview Elementary School, Cedarburg Public Schools, Cedarburg, WI 53012 (Paper, \$3.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Classroom Design, Classroom Environment, Developmental Tasks, Educational Innovation, Educational Objectives, Feedback, *Individualized Programs, Instructional Materials, *Instructional Materials Centers, *Kindergarten, *Learning Laboratories, *Program Descriptions, School Schedules, Self Directed Classrooms, Teacher Role, Teaching Methods

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project INTERACT

This handbook describes an application of the learning centers concept at the kindergarten level. The "learning centers approach" refers to a unique and systematic way of organizing for learning. Each separate "learning center" is a compact, transportable instructional package keyed to at least one specific learning outcome. The program, procedures, and materials explained in this booklet are designed to provide individualizing learning experiences. Detailed objectives and descriptions are included, and the most frequent questions about the program raised by kindergarten teachers are discussed. (CS)

ED 093 473 PS 007 262

A Curriculum Guide for Early Childhood Education, Ages 3-8 (with Emphasis on Ages 3-5).

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 72

Note—320p.

Available from—Genevieve T. Okinaga, Program Specialist, Early Childhood Education, General Education Branch, P. O. Box 2360, Honolulu, HI 96804 (no price quoted)

Document Not Available from EDRS.

Descriptors—Classroom Environment, *Curriculum Development, *Curriculum Guides, *Early Childhood Education, *Educational Philosophy, Instructional Materials, Objectives, Parent Education, Program Evaluation, Resource Materials, *Statewide Planning, Teaching Techniques

Identifiers—*Hawaii

This curriculum guide was prepared for teachers, administrators and librarians to assist them in designing educational programs for children generally between the ages of three to eight, with emphasis on ages three to five. The guide provides a framework for THE VARIOUS ASPECTS OF A PROGRAM - the philosophy, goals, objectives, curriculum, teaching-learning strategies, physical environment, instructional materials, evaluation, and parent education. This document is aimed toward helping teachers and administrators to plan, develop, implement, and evaluate their early childhood programs and should be construed as a resource rather than as a classroom or school plan for instruction. However, guidelines are provided for making major school-level decisions on matters ranging from determination of objectives to purchase of instructional materials. (Author/CS)

ED 093 474 PS 007 265

Brittain, W. Lambert

Some Exploratory Studies of the Art of Preschool Children. Informal Paper.

Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Childhood Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Educational Labs.

Pub Date Apr 70

Contract—OEC-3-7-070706-3118

Note—24p.; Paper presented at the Symposium on "Creativity and the Preschool Child" (Syracuse University, New York, August 1968)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Age Differences, *Art Expression, *Behavioral Science Research, *Child Development, Cognitive Processes, Observation, *Preschool Children, Teacher Role

This report describes a series of studies concerned with preschool children's art. Preliminary work was based on observation of sessions in which one child would draw a picture in the presence of an adult. Major findings were that: (1) the children did not have preconceived notions of what they would draw; (2) they did not try to capture a moment in time, but rather drew "diagrams" of changes over time; (3) much scribbling was the result of manipulative rather than representative movements; and (4) when describing their work, the children used the adult as a

passive listener rather than an active instructor. Preschooler's work in drawing and clay was compared to assess whether the three dimensional medium would reduce distortion. Also, subjects' representations of objects were collected and analyzed, indicating that the children may have been representing experiences with objects rather than the object itself. The final group of studies investigated the performance of many children on one activity (drawing a square). It appears that 4-year-olds were significantly more advanced at this task than 3-year-olds. Subjects between 42 and 49 months received various levels of training in square drawing, but these procedures were generally ineffective. Results are discussed in terms of developmental processes that could be involved. (DP)

ED 093 475

PS 007 276

Sauer, Ruth Barngrave

Handicapped Children and Day Care: A Supplement to "Manual on Organization, Financing and Administration of Day Care Centers," 2nd Edition.

Bank Street Coll. of Education, New York, N.Y. Spons Agency—New York Community Trust, N.Y.

Pub Date Dec 73

Note—85p.

Available from—Day Care Consultation Service, Bank Street College of Education, 610 West 112th Street, New York, New York 10025 (\$1.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Community Resources, *Day Care Programs, Federal Aid, *Financial Support, *Handicapped Children, Local Government, Parent Participation, *Program Descriptions, Staff Role, State Agencies

This handbook was written for parents and staff of day care centers in the New York City area who are planning to include handicapped children in preschool programs. Although the manual has been developed specifically for New York City groups, it also contains information that will be useful to any day care staff and parents as they develop a supportive program for handicapped children and their families. For example, the handbook has sections on the current conceptions of the handicapped, staff training, parent involvement, etc. For New York City groups, the handbook suggests resources in the New York City area for day care groups who want to know about having handicapped children in their centers and includes a list of funding sources on the federal, state, and local level for handicapped programs in the New York City area. (CS)

ED 093 476

PS 007 287

Sex-Stereotyping in Child Care. Non-Sexist Child Development Project.

Women's Action Alliance, Inc., New York, N.Y.

Pub Date [73]

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Bibliographies, Childrens Books, *Early Childhood Education, *Instructional Materials, *Nondiscriminatory Education, Preschool Curriculum, Role Models, *Sex Role, Stereotypes

This paper describes some of the activities of the Women's Action Alliance, a technical assistance organization designed to establish a teacher/parent consciousness raising program, and to develop an early childhood nonsexist curriculum program. Included is a list of a variety of nonsexist instructional materials (children's toys, pictures, records, dolls, books, etc.). There is also an annotated bibliography of nonsexist picture books for children and background readings in sex-role stereotyping for adults. (CS)

ED 093 477

PS 007 292

Gross, Beatrice, Ed. Gross, Ronald, Ed.

Will it Grow in a Classroom?

Pub Date 74

Note—316p.

Available from—Dell Publishing Company, Inc., 1 Dag Hammarskjöld Plaza, 245 East 47th Street, New York, NY 10017 (Hardcover edition, \$8.95; Paperback edition, \$3.25)

Document Not Available from EDRS.

Descriptors—*Educational Change, *Elementary School Curriculum, *Self Concept, Student

Teacher Relationship, *Teacher Developed Materials, *Teacher Education, Teacher Role, Teaching Techniques

Based on personal experiences and insights, this book was written by teachers about teaching. Topics discussed include the teacher's self concept, treating children as individuals, teaching topics worth learning, and the teacher's role in educational innovations. A special bibliography of books and articles written by teachers for teachers is included. (SBT)

ED 093 478

PS 007 298

Rumstein, Regina

Childhood Education in the Soviet Union Today.

Pub Date [73]

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Classroom Environment, Communism, Corporal Punishment, *Early Childhood Education, Educational Objectives, *Elementary School Teachers, Foreign Countries, Institutional Role, Multilingualism, *Program Descriptions, *Public School Systems

Identifiers—*Union of Soviet Socialist Republics, USSR

The information contained in this report about education in the U.S.S.R. was gathered from interviews and observations made in Russia in 1972. The formal set-up of the school system is described, along with observations on work and play activities, corporal punishment, scheduling, and day-to-day classroom operations. The report also contains a concise summary of data on the elementary school teacher in the Soviet Union, including such information as teacher preparation, salaries, teacher evaluation, and teacher unions. The report stresses how education shapes the future of the Soviet citizen by emphasizing communist ideology and by giving the young person a social identity. (CS)

ED 093 479

PS 007 314

Stearns, Marian S. And Others

Classroom Observation Study of Implementation in Head Start Planned Variation, 1970-1971. Final Report.

Stanford Research Inst., Menlo Park, Calif. Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-70-134; SRI-P-URU-8071

Pub Date 10 Aug 73

Note—249p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Classroom Environment, *Formative Evaluation, *Models, Observation, *Preschool Programs, *Program Evaluation

Identifiers—*Planned Variation Study, Project Head Start

This report presents the findings from an evaluation of the classroom processes of the twelve Planned Variation sponsors. Three basic issues were addressed: (1) To what degree are the programs really different and providing distinct treatments? (2) To what extent are the educational goals of each program actually implemented? and (3) Is there a relationship between implementation and child outcome as measured by cognitive and achievement tests? After a brief overview of Project Head Start and descriptions of each sponsor model, the method of the evaluation study is discussed. Data collection was based on a battery of tests administered in the early fall and late spring of the 1970-71 academic year, and observation of classroom processes twice during that same year. The observation instruments and lists of tests used are appended to the document. The procedures of analysis for the study (computer and statistical) are also discussed. It is concluded that (1) although several loose clusters of sponsors were identified, there were more similarities than differences, (2) consistency between sponsor objectives and sponsor frequencies on the variables selected to reflect these objectives was quite high for all sponsors, but consistency on these same process variables across sites was quite low, and (3) the relationship between implementation and test results remains unclear. (DP)

ED 093 480

PS 007 328

Impact of a Preschool and Interracial Program.

Project Termination Report. Cincinnati Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.—BR-45-70-103-3

Pub Date Aug 73

Note—114p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Academic Achievement, *Cognitive Development, Intelligence Quotient, Intervention, Longitudinal Studies, Parent Attitudes, Parent Education, *Preschool Education, *Preschool Evaluation, Questionnaires, *Race Relations, Racial Differences, Readiness, Self Concept, *Social Development, Standardized Tests

This final report of an ESEA Title III program compared the impact of a 3-year interracial preschool program on cognitive and social development on two treatment groups and a control group. Group 1 had parents and children participating in a preschool classroom, and the parents also participated in parent education programs. Group 2 had a separate parent education program, but no classroom participation for either parent or child. Group 3 was a control group with no participation other than testing. The groups were drawn randomly, stratified to insure that at least one-third of the number of children in each group were disadvantaged, one-third black, that there was representation from all 11 elementary schools in the district, and approximately even sex distribution. The three major needs focused on by IPSIP were: (1) Improvement of "school readiness" of disadvantaged preschool children, (2) development of healthy self/racial concepts of all children, (3) cultivation of positive parental attitudes toward school and community. Program results showed a 20-point average rise in I.Q. as measured by the Peabody Picture Vocabulary Test (PPVT) for the disadvantaged group, and a 13-point average rise for the advantaged and disadvantaged groups at the end of the second and third years as measured by the Boehm Test of Basic Concepts. Sociometric studies show no racial bias in choice of playmates. (Author/CS)

ED 093 481 PS 007 329

Lester, Barry M.

The Effect of Malnutrition on Autonomic Reactivity to an Auditory Signal: Some Preliminary Findings.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 73

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29-April 1, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Attention, Auditory Perception, Environmental Influences, *Infant Behavior, *Infants, *Learning Difficulties, *Nutrition Identifiers—*Guatemala, Orienting Response

Two experiments are reported in which cardiac habituation and dishabituation to pure tone stimuli were studied in well and malnourished Guatemalan infants. In both studies the magnitude of the orienting response was found to be attenuated or completely absent in infants suffering from nutritional insult. The findings were taken as evidence of a basic learning deficit that might account for the often reported poor performance of malnourished children on standard psychological tests. (Author/DP)

ED 093 482 PS 007 330

Kimbrough, Jackie And Others

Children's Collective Training Manual.

Coordinated Child Care Council of South Los Angeles, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [74]

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Black Community, Childhood Attitudes, Community Cooperation, *Cooperative Programs, *Day Care Programs, Educational Philosophy, *Group Activities, Group Instruction, Group Relations, Interaction Process Analysis, *Peer Relationship, Role Models, *Social Behavior, Social Psychology, Social Relations, Teamwork

This children's collective manual describes a training program for parents and teachers of preschool children which is designed to encourage cooperative, community-oriented styles of group interaction in black preschool children. Developed by the Children's Collective of the Coordinated Child Care Council of South Los Angeles, the program is based on the belief that individual achievement and success eventually lead to a variety of antisocial behaviors. The paper defines the components of cooperative behavior and then provides a method for promoting it among preschool children. The major portion of the report is devoted to a description of planned activities and related materials which give these behaviors a chance to develop. Activity categories include those which encourage group interaction, group cooperation, group decision-making, self-other liking, and community and child-community interdependence. (CS)

ED 093 483 PS 007 331

Young, Vivienne Reich, Carol

Family Grouping.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Feb 74

Note—40p.; Report No. 121

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Science Research, *Class Organization, *Classroom Observation Techniques, *Cross Age Teaching, *Elementary School Students, Expressive Language, Interpersonal Relationship, Reading Achievement, Social Development, Teacher Attitudes, Teacher Role, Teaching Methods Identifiers—Vertical Grouping

This report describes an observational study of one family-grouped classroom, a system in which elementary school children remain with the same teacher for two or more years. The class was composed of junior kindergarten, senior kindergarten, and grade 1 pupils. Each child was observed over a period of one year. A detailed observation schedule, included in the report, was designed to record the types of activities each child engaged in, the level at which he worked, who initiated the activity, the role of the child, and the length of the activity. Group composition and the presence of the teacher or other adult were also recorded when applicable. A measure of reading achievement and a teacher rating of behavioral growth were also taken. The results of the study question some of the arguments for family grouping. It was found that little cross-grade grouping occurred spontaneously, and there were very few instances of older children teaching younger children. However, attention span was found to be high, no doubt due to the skill of the teacher in guiding and directing the work of the group. There were no differences in the reading achievement of graduates of this group and a control group, and the greatest behavioral growth was in the area of expressive language and social development. (Author/CS)

ED 093 484 PS 007 337

Determining the Effects of "Developing Readiness for Pre-School Children Via Television": A Title III Project.

Lake Central School Corp., St. John, Ind.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date Jun 73

Note—119p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Data Analysis, *Educational Television, *Kindergarten Children, Parent Reaction, Preschool Learning, *Program Evaluation, Rating Scales, *Reading Readiness, School Readiness Tests, Sex Differences, Socioeconomic Influences, Teacher Attitudes, *Televized Instruction, Television Surveys

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This report attempts to measure the first year effects of a local television series designed to increase reading readiness. Kindergarten children enrolled in the Lake Central Schools were subjects for testing the effectiveness of the TV readiness program. Other evaluation inputs included kindergarten teacher ratings and judgments and a survey of Lake Central School Corporation parents

in the viewing area of Channel 50. Data was collected and analyzed which would yield an evaluation as to: 1) the overall effectiveness of the approach as measured by results upon kindergarten children, 2) the specific effects upon children by pupil types which included sex, socio-economic status, and I.Q., 3) the apparent quality of each of the 48 films to develop readiness skills, 4) the apparent receptivity of parents of young children in the Channel 50 viewing area to the project, and 5) the basis for needed changes and revisions so as to improve the effectiveness of the project during its development period. Rating scales, test results and a complete analysis of evaluation material are included in the appendices which comprise most of this document. (Author/CS)

ED 093 485 PS 007 342

Scott, Deborah, Comp.

The Junior Kindergarten: An Annotated Bibliography.

Ontario Inst. for Studies in Education, Toronto. Library.

Pub Date Feb 74

Note—31p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.25)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Curriculum Guides, *Early Admission, *Early Childhood Education, Educational Theories, Feasibility Studies, Literature Reviews, *Preschool Education, *Resource Materials

Identifiers—*Canada, Junior Kindergarten

This bibliography includes materials that address themselves to the problems arising in setting up "junior kindergarten" to enroll children 4 years of age. It is restricted to preschool education within a public school setting and does not deal with the question of day care centers and private nursery schools. The bibliography is divided into four sections. The first section is a general introduction to the theory of early education and provides a background against which a decision can be made on whether to establish a junior kindergarten. The second section describes a number of curriculum guidelines specifically developed for children at the junior kindergarten level, and discusses evaluations that have been carried out to assess the effectiveness of some of these programs. Section 3 contains reports from some educational committees set up to study the need for and feasibility of extending public education to younger pupils. The last section describes a number of specific preschool programs recently developed that illustrate various approaches to early education and the teaching of young children. As much relevant Canadian material as possible has been included in the bibliography, and research studies have been limited to those carried out in the past five years. (Author/CS)

ED 093 486 PS 007 343

Rozin, Paul And Others

Do Children Understand the Basic Relationship Between Speech and Writing? The Mow-Motorcycle Test.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date 15 Apr 74

Note—16p.; Revised edition

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Caucasians, Disadvantaged Youth, *Early Childhood Education, Grade 1, Grade 2, Kindergarten, *Miscue Analysis, Negroes, *Reading Diagnosis, *Reading Readiness, *Reading Tests, Speech Skills, Suburban Youth, Written Language

School children (N=218) who have not yet attained moderate reading fluency were tested for their awareness of a fundamental relationship between our writing system and speech: that the sounds of speech are represented in writing. Children were shown a long and short word written on a card (e.g., mow and motorcycle), and asked which word corresponded to a spoken word (e.g., mow). The word choices were always grossly different in length, so that a nonreader could perform perfectly if the relationship between written and spoken length was understood. Children were also asked for their basis for responding. Most

inner-city kindergartners in a reasonably representative sample did not perform well on this test. A majority of suburban kindergartners and inner city first and second graders performed well, but many did not. Controls suggested that failure on this test cannot be attributed to the specific form of presentation of the materials or to misunderstanding of the question being asked. (Author)

ED 093 487 PS 007 355

Greenberg, Polly Epstein, Bea
Bridge-to-Reading. Section 1: The Sound Table Game and Experimental Reading Readiness.
General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—492p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New Jersey 07960 (8-book set, \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, *Early Childhood Education, Educational Resources, Grade 1, Kindergarten, *Learning Activities, Learning Processes, Motivation, *Preschool Curriculum, *Reading Instruction, *Reading Readiness

Intended for practitioners, this comprehensive, year-long reading readiness curriculum is for use with 2 1/2 – 6-year-old children. Readiness skills are taught through other subjects appropriate for young children. A major objective of the curriculum is to establish a positive motivational framework for reading instruction, based on early learning experiences that are pleasant, nonpressured, and exciting. The curriculum is arranged into seven sections, with each section presented in a separate notebook that contains daily activity plans. The curriculum was designed so that any adult following the activity guides would be able to present a variety of semi-individualized experiences for children. Section 1 is a 36-week set of daily lessons on recognizing uppercase and lowercase initial consonants, vowels, and several digraphs, with focus on the sounds that they make. Personal experience charts and conventional reading readiness activities are included. (DP)

ED 093 488 PS 007 356

Greenberg, Polly Epstein, Bea
Bridge-to-Reading. Section 2: Discussion Guides.
General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—210p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New Jersey 07960 (8-book set \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—*Conversational Language Courses, Curriculum Guides, *Early Childhood Education, Educational Resources, Grade 1, Kindergarten, *Learning Activities, Learning Processes, Motivation, *Preschool Curriculum, *Reading Readiness

Bridge-to-Reading is a comprehensive, year-long reading readiness curriculum for use with 2 1/2 – 6-year-old children. A major objective of this series is to establish a positive motivation framework for reading instruction, based on early learning experiences that are pleasant, nonpressured, and exciting. The curriculum is arranged into seven sections, with each section presented in a separate notebook that contains daily activity plans. Bridge-to-Reading was designed so that any adult following the activity guides would be able to present a variety of semi-individualized experiences for children. Section 2 is a collection of discussion guides providing possible topics and methods for conversations with groups of preschoolers. The guides are informal, with emphasis on developing conversational English and ease in language usage. (DP)

ED 093 489 PS 007 357

Greenberg, Polly Epstein, Bea
Bridge-to-Reading. Section 3: Feelings, Thoughts, Understandings, Solving Problems, Values.
General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—65p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New

Jersey 07960 (8-book set, \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Curriculum Guides, *Early Childhood Education, Educational Resources, Grade 1, Kindergarten, *Learning Activities, Learning Processes, Motivation, *Preschool Curriculum, *Reading Readiness, Values

Bridge-to-Reading is a comprehensive, easy-to-implement reading readiness curriculum (for ages 2 1/2 – 6) based on the premise that young children learn language and prereading skills most easily by "doing" and then learning to talk, write, and read about their own experiences. Each section in the series is presented in a separate notebook containing detailed suggestions for a variety of semi-individualized activities into which language learning is integrated in a natural, nonpressured way. This section includes ideas for discussions, activities, and role-playing situations to promote the child's understanding of self, sensitivity to others, and ability to accept and cope with socially unacceptable feelings. (DP)

ED 093 490 PS 007 358

Greenberg, Polly Epstein, Bea
Bridge-to-Reading. Section 4: Art, Crafts, and Carpentry.
General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—152p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New Jersey 07960 (8-book set, \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—*Art Activities, Curriculum Guides, *Early Childhood Education, Educational Resources, Grade 1, Kindergarten, *Learning Activities, Learning Processes, Motivation, *Preschool Curriculum, *Reading Readiness

Bridge-to-Reading is a comprehensive, year-long reading readiness curriculum for use with 2 1/2 – 6-year-old children. It teaches readiness skills through other subjects that are appropriate for young children. A major objective of the curriculum is to establish a positive motivational framework for reading instruction, based on early learning experiences that are pleasant, nonpressured, and exciting. The curriculum is arranged into seven sections, with each section presented in a separate notebook that contains daily activity plans. Bridge-to-Reading was designed so that any adult following the activity guides would be able to present a variety of semi-individualized experiences for children. Section 4 presents activities related to arts, crafts, and carpentry. Emphasis is on the children's free expression through art rather than on representational accuracy. (DP)

ED 093 491 PS 007 359

Greenberg, Polly Epstein, Bea
Bridge-to-Reading. Section 5: Science.
General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—151p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New Jersey 07960 (8-book set, \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, *Early Childhood Education, Educational Resources, Grade 1, Kindergarten, *Learning Activities, Learning Processes, Motivation, *Preschool Curriculum, *Reading Readiness, *Science Curriculum

"Science" is the fifth manual in the Bridge-to-Reading series, a comprehensive, year-long reading readiness curriculum for use with 2 1/2 – 6-year-old children. Developed to help teachers and child caregivers, the curriculum teaches readiness skills through other subjects that are appropriate for young children. A major objective of the curriculum is to establish a positive motivational framework for reading instruction, based on early learning experiences that are pleasant, nonpressured, and exciting. Each of the seven curriculum sections is presented in a separate notebook that contains daily activity plans. Bridge-to-Reading was designed so that any adult following the activity guides would be able to present a variety of semi-individualized experiences for children. Each science unit in Section 5 contains four instructional components, including photographic

aids, experience-recording and reading back, concept and vocabulary building discussion, and prepared science experiences. (DP)

ED 093 492 PS 007 360

Greenberg, Polly Epstein, Bea
Bridge-to-Reading. Section 6: Cooking.
General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—129p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New Jersey 07960 (8-book set, \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—*Cooking Instruction, Curriculum Guides, *Early Childhood Education, Educational Resources, Grade 1, Kindergarten, *Learning Activities, Learning Processes, Motivation, *Preschool Curriculum, *Reading Readiness

Bridge-to-Reading is a comprehensive, easy-to-implement readiness curriculum (for ages 2 1/2 – 6) based on the premise that young children learn language and prereading skills most easily by "doing" and then learning to talk, write, and read about their own experiences. Each section in the series is presented in a separate notebook containing detailed suggestions for a variety of semi-individualized activities into which language learning is integrated in a natural, nonpressured way. The curriculum was developed primarily as a guide for programs in which staff members have little or no training and limited access to curriculum materials. Section 6 includes a wide range of simple recipes and ethnic and national dishes along with ideas on how to weave in language, math, and social learning as children help with the cooking. (DP)

ED 093 493 PS 007 361

Greenberg, Polly Epstein, Bea
Bridge-to-Reading. Section 7: Free-Play Enrichment Projects (Music and Movement, Mathematics and Cognitive Skills, and Social Studies).

General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—312p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New Jersey 07960 (8-book set, \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, *Early Childhood Education, Educational Resources, Grade 1, Kindergarten, *Learning Activities, Learning Processes, Motivation, *Play, *Preschool Curriculum, *Reading Readiness

Bridge-to-Reading is a comprehensive, easy-to-implement readiness curriculum (for ages 2 1/2 – 6) based on the premise that young children learn language and prereading skills most easily by "doing" and then learning and using the words that explain their experiences. Each section in the series is presented in a separate notebook containing detailed suggestions for a variety of semi-individualized activities in which language learning is integrated in a natural, nonpressured way. The curriculum was developed primarily for programs in which staff members have little or no training and limited access to curriculum materials. Section 7 includes free-play enrichment projects (intended as optional choices for children) involving social studies concepts, language skills, mathematical, music and movement, creative self-expression, and other areas. (DP)

ED 093 494 PS 007 362

Jaye, Mary Tinnin And Others
Making Music Your Own.
General Learning Corp., Morristown, N.J.
Pub Date [73]

Note—186p.; For other documents in this series, see PS 007 355-362

Available from—General Learning Corporation, 250 James Street, Box 2000, Morristown, New Jersey 07960 (8-book set, \$60.00, plus shipping)

Document Not Available from EDRS.

Descriptors—Dramatic Play, Educational Resources, *Kindergarten, *Music Activities, *Music Education, Poetry, *Preschool Curriculum, *Teaching Guides, Teaching Techniques

"Making Music Your Own" is the eighth component of the Bridge-to-Reading series, a comprehensive yearlong reading readiness curriculum for use with 2 1/2 - 6-year old children. This book offers the teacher a wide variety of materials to help children enjoy music, discover music concepts, and integrate music with everyday experiences. Included are classroom tested songs for every occasion, a full program of rhythmic activities, opportunities for quiet listening, play stories for dramatization, and poems. (CS)

ED 093 495 PS 007 363

Felker, Donald W.
Building Positive Self-Concepts.

Pub Date 74

Note—135p.

Available from—Burgess Publishing Company,
7108 Ohms Lane, Minneapolis, MN 55435
(Paper, \$2.95; add \$0.50 for postage and handling)

Document Not Available from EDRS.

Descriptors—*Adolescence, Behavior Patterns, *Developmental Psychology, Discipline, *Early Childhood, Goal Orientation, Interpersonal Relationship, Parent Attitudes, Reinforcement, *Self Concept, *Self Esteem, Social Development, Student Teacher Relationship, Teacher Behavior, Teaching Methods

This book, designed for teachers, parents and caregivers, discusses the development of self esteem, competence, and sense of belonging in children. The development of self concept is traced from early infancy through adolescence. Specific topics include reinforcement, imitation, the relationship between self-concept and achievement, sexual identity, and peer relationships. (CS)

ED 093 496 PS 007 381

Holt, Carol Lou, Comp.

Annotated Film Bibliography: Child Development and Early Childhood Education.

Child Day Care Association of St. Louis, Mo.

Pub Date [73]

Note—148p.

Available from—Child Day Care Association of St. Louis, 915 Olive Street, St. Louis, Missouri 63101 (\$3.00, plus \$0.25 postage and handling)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Adolescents, Affective Behavior, *Annotated Bibliographies, Child Development, Childhood Interests, Cognitive Development, Curriculum, *Early Childhood Education, *Films, Language Development, *Parent Education, Parent School Relationship, Preschool Children, Social Development, *Teacher Education

This annotated film bibliography is a compilation of film listings suitable for early childhood education teacher training, parent education, and for viewing by children. The list has been gathered from a variety of sources including the National Association for the Education of Young Children's conference film showings for the past several years, recent Head Start film lists, the 1970 White House Conference on Children's film listings, and various film distributors' advertisements. Section 1, the Subject Index, delineates major Child Development and Early Childhood Education categories and lists films in each category. Section 2, the Annotated Film List, includes alphabetical annotations of the films. Section 3, the Film Sources, lists the film distributors of each film mentioned. (Author/CS)

ED 093 497 PS 007 382

Weisberg, Herbert I.

Short Term Cognitive Effects of Head Start Programs: A Report on the Third Year of Planned Variation—1971-72.

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-1926

Pub Date Jun 74

Note—509p.; For related document see ED 082

EDRS Price MF-\$0.90 HC-\$24.60 PLUS

POSTAGE

Descriptors—Academic Achievement, Age Differences, Analysis of Covariance, *Cognitive Development, *Compensatory Education Programs, Data Analysis, Evaluation Criteria, Factor Analysis, Intervention, *Methodology,

*Preschool Programs, *Program Evaluation, Racial Differences, Social Differences, Standardized Tests

Identifiers—Planned Variation, *Project Head Start

This report focuses on three main questions: (1) To what extent does a Head Start experience accelerate the rate at which disadvantaged preschoolers acquire cognitive skills? (2) Are the Planned Variation models, simply by virtue of sponsorship more effective than ordinary non-sponsored Head Start programs? and (3) Are some Planned Variation models particularly effective at imparting certain skills? The first chapter gives an overall picture of the Head Start Planned Variation study, while the second chapter summarizes data concerning background characteristics and distribution of test scores. Chapter 3 provides a general discussion of methodological issues and some of the major difficulties resulting from the study design. Chapters 4-7 attempt to present a picture of the pattern of overall effects of various programs through ranking analysis, residual analysis, analysis of covariance, and resistant analysis. The final chapters explore the question of whether the relative effectiveness of various programs is related to certain child background characteristics, such as sex, ethnicity, age, prior school experience, and mother's education. One major conclusion drawn as a result of the intermodel comparisons was that Head Start programs are quite homogeneous in their ability to promote general cognitive development. (CS)

ED 093 498 PS 007 388

Gordon, Ira J.

An Early Intervention Project: A Longitudinal Look.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Fund for the Advancement of Education, New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 8 Feb 73

Note—73p.; Paper presented at the Merrill-Palmer Conference on Research and Teaching of Infant Development (Detroit, Michigan, February 8, 1973)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavioral Science Research, Compensatory Education Programs, *Disadvantaged Youth, *Early Childhood Education, *Intervention, *Longitudinal Studies, *Parent Education, Program Descriptions

Identifiers—*Florida Parent Education Programs, Project Follow Through

This report describes the longitudinal research conducted in an early intervention program since 1966. The program is characterized by the use of paraprofessionals serving as home visitors and parent educators. Data collection has included measures of children's behavior and development, parent-child interactions, and parent variables such as locus of control and self concept. The research has been directed toward the analysis of questions concerned with: (1) effectiveness of educational home visits for parents (home visits vs. educational home visits), (2) use of the professionally designed, Piaget-based, language-oriented curriculum vs. curricula developed by experienced paraprofessionals with little theoretical background, (3) effects of providing a comprehensive program (home visits and group experiences for children) at age two vs. continuous parent training from birth, and (4) comparisons of intervention which takes place directly with children vs. parent education. Results are presented in tables throughout the report. The program has developed into a Project Follow Through program sponsor. It is discussed in terms of analyzing child factors and materials and family factors based on underlying assumptions and postulates. It is concluded that the basic model of intervention works, although many refinements in the delivery system, training courses, and measurement procedures are needed. (DP)

ED 093 499 PS 007 390

Brown, Ellen

A Study in Ecological Psychology: The Behavior Objects Used by Three-Year-Old Children from Three Income Groups.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Educational Labs.

Pub Date Aug 69

Contract—OEC-3-7-070706-3118

Note—100p.; Master's Thesis, George Peabody College for Teachers, Nashville, Tennessee

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Behavioral Science Research, Child Development, Cognitive Development, *Disadvantaged Youth, *Environmental Influences, *Family Environment, Intellectual Development, *Observation, Socioeconomic Influences

Identifiers—*Ecological Research

This ecological study is one part of a broad research effort to understand the backgrounds and characteristics of culturally disadvantaged children. The study attempted to provide empirical data which could be used to describe differences in home environments and behavior of three young children from deprived and non-deprived homes. Focus was on the investigation of the behavior objects of 3-year-olds from urban and rural low income and urban middle income homes. Behavior objects are the things and people in the environment which the child uses as essential supports for his molar behavior. Behavior objects were identified from narrative reports based on direct observation of each subject in the home. Specific criteria were used for identifying the behavior objects in the narrative reports, and the objects were described according to 8 descriptive categories. The investigation yielded two general kinds of results: (1) frequencies and rates of occurrence of behavior objects, and indicators of the rate of flow of behavior objects through the environment, and (2) classification of behavior objects, reflecting qualitative differences. Results were suggestive rather than conclusive, but significant differences between families were indicated. (DP)

ED 093 500 PS 007 392

Ryan, Sally, Ed.

A Report on Longitudinal Evaluations of Preschool Programs. Volume I: Longitudinal Evaluations.

Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-74-24

Pub Date 74

Note—144p.; For Volume II of this report, see

PS 007 393

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Compensatory Education Programs, *Disadvantaged Youth, Early Experience, *Evaluation, Intervention, *Literature Reviews, *Longitudinal Studies, *Preschool Programs, Program Descriptions

This document reviews the findings of relatively small, controlled, long-term evaluations of preschool programs in various parts of the country. It is an attempt to clarify unresolved issues arising from the Westinghouse Learning Corporation Report on the impact of Project Head Start. Generally, this review focuses on the following question: What is known about the impact of any type of preschool intervention program? The report includes chapters on (1) Head Start graduates in school (studies from New Haven, Connecticut), (2) impact of early education on disadvantaged children (based on a Philadelphia study), (3) a five-year enrichment curriculum ranging from preschool to third grade levels (New York City, IDS Program), (4) the Early Training Project, (5) effects of economic deprivation on nursery school performance (study at Howard University), (6) The Karnes' Preschool Program (University of Illinois, Urbana-Champaign), (7) The Learning to Learn Program, and (8) The Ypsilanti Perry Preschool Project. It is concluded that early intervention does have an immediate impact (within one year) on the child's performance when measured by the Stanford-Binet, or personal-social adjustment ratings. On a long term basis, positive impact of intervention programs on school performance has been reported. Variables such as age, sex, and socioeconomic status may affect the quality of intervention impact. (DP)

ED 093 501 PS 007 393

Bronfenbrenner, Urie

A Report on Longitudinal Evaluations of Preschool Programs. Volume II: Is Early Intervention Effective?

Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-74-25

Pub Date 74

Note—62p.; For Volume I of this report, see PS 007 392

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Compensatory Education Programs, *Disadvantaged Youth, *Early Experience, *Evaluation, Intervention, *Literature Reviews, *Longitudinal Studies, *Preschool Programs, Program Descriptions

This document is the second part in a report on longitudinal evaluations of preschool programs. Part I reviewed long-term, controlled studies in order to generally assess the impact of preschool intervention. Part II reviews follow-up data in order to resolve the following five questions: (1) Do children in experimental programs continue to gain in intellectual development as long as intervention continues? (2) Are gains increased or maintained after termination of the programs? (3) Is development enhanced by beginning intervention at earlier ages, including the first years of life? (4) What kinds of programs are most effective for long-range impact? (5) Which children from what circumstances are most likely to benefit in the long run from early intervention? The report includes discussion of the nature and limitations of the data used, methodological problems, effects of preschool intervention in group settings, effects of home-based intervention, a sequential strategy for early intervention, and the ecology of intervention, in which focus is on the characteristics and problems of disadvantaged families. (DP)

ED 093 502 PS 007 398

Boocock, Sarane Spence

The Status of the Child and Alternative Structures for Child Care Systems.

Pub Date 18 Apr 74

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Child Care, *Cross Cultural Studies, Day Care Services, Family Environment, Fathers, *Federal Programs, Program Evaluation, *Social Change, Social Factors, Socialization, *Social Problems, Socioeconomic Influences, Working Women

Identifiers—China, Israel, Sweden, United States

This paper reports on research designed to explore the status of children and the relationship of patterns of child care to social structure and social change. The study is based on interviews with scholars and government officials, an analysis of statistical data and research reports, and visits to day care centers, playgrounds, and other settings in the United States, Sweden, Israel, and China. While much of the information necessary to assess the system of child care in this country has not been systematically collected and analyzed, there are a number of empirical indicators of child neglect and abuse. The current "crisis" seems to be the result of a combination of social trends of which the following appear to be major ones: (1) changes in the structure of households, (2) changes in sex roles which downgrade parenthood and child rearing, (3) loss of child care options outside the family, (4) a serious imbalance in the supply and demand for child care, and (5) the costliness of children. The role of the child and role system involved in child care which operates in different societies is also discussed. (Author/CS)

ED 093 503 PS 007 412

Mackler, Bernard Bouchard, Ruth Ann

Nursery School, Preschool, and Project Head Start: What Are the Benefits. A Review of the Research Literature.

Center for Urban Education, New York, N.Y.

Pub Date Dec 66

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Science Research, Compensatory Education Programs, *Disadvantaged Youth, *Early Childhood Education, *Early Experience, Emotional Development, Intervention, *Literature Reviews, Nature Nurture Controversy, Preschool Programs, Social Development

Identifiers—Project Head Start

This literature review surveyed and evaluated investigations conducted in nursery schools and preschools in order to provide better understanding of the nature of early intervention and its effects on young children. Studies are described in terms of methodology and outcomes, with focus on enrichment programs and compensatory training programs (such as Head Start) for disadvantaged preschool children. Major topics surveyed were social growth, emotional growth, and the nature-nurture controversy. (DP)

ED 093 504 PS 007 413

Bouchard, Ruth Ann Mackler, Bernard

The Unfolding of a Pre-Kindergarten Program for Four Year Olds.

Center for Urban Education, New York, N.Y.

Pub Date Sep 66

Note—79p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Child Development, Children, *Disadvantaged Youth, *Early Experience, Family Environment, *Intervention, Parent Participation, Parent School Relationship, Preschool Curriculum, *Preschool Education, *Program Descriptions, Teacher Behavior

Identifiers—*Project Head Start

This report provides an in-depth description of an early (1965) Head Start classroom for 4-year-olds in Harlem, New York City. It is based on direct, in-class observation, but standardized tests and interviews were also utilized. The teacher is described in terms of her role in the preschool, and her behavior in interaction with children and parents. Description of the curriculum focuses on the gradual evaluation from unstructured free play to instruction and skill development. Curriculum is discussed according to three major objectives and their related activities: (1) introduction to traditional nursery school experiences, (2) fostering of self-awareness and self acceptance, and (3) promotion of language development. A detailed report of one aspect of the curriculum (use of books) is included for illustration. The discussion of the children focuses on their classroom behavior as they adjust to the preschool environment. Group divisions along sex lines were noted, as well as differences in activities and styles of boys and girls. The importance of individual differences is emphasized. The Harlem children were compared with a sample of economically advantaged children from Maine. Family makeup and home environments are described in four case studies. Finally, parent-teacher and parent-school relationships are discussed, with emphasis on the inadequacy and ineffectiveness of these aspects of the program. (DP)

ED 093 505 PS 007 416

Robison, Helen F.

Data Analysis, 1967-8. CUE Project—CHILD—Curriculum to Heighten Intellectual and Language Development: Disadvantaged Prekindergarten Children, Central Harlem, New York City.

Center for Urban Education, New York, N.Y.; Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Note—80p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Intellectual Development, Language Development, *Measurement, *Preschool Curriculum, *Program Evaluation

Identifiers—*Project CHILD

This report presents an analysis of data used to evaluate Project CHILD (Curriculum to Heighten Intellectual and Language Development). The curriculum was designed for use with disadvantaged preschool children and was field tested in two schools in central Harlem, New York City. The objectives and methods of the curriculum, as well as background and characteristics of the four teachers involved in implementing the project are described. Two comparison groups were used in the evaluation, including afternoon classes of several experimental group teachers and a prekindergarten class in a nearby school. Data was collected for various aspects of the 1967-1968 program. It is emphasized that the curriculum at-

tempted to achieve intellectual stimulation which would be reflected by playfulness with ideas, language, and learning strategies. These qualities are most difficult to assess with standardized measurement instruments. Evaluation incorporated the following data sources: (1) Peabody Picture Vocabulary Test (pre- and posttests), (2) Goodenough Draw-A-Man Test, (posttest only), (3) Levine Elzey Preschool Social Competency Scale, (4) teacher rankings on verbal competence and IQ. A separate analysis of speech and language needs is appended to the document. Results are inconclusive, and discussion focuses on limitations of the data due to difficulties in controlling many variables. (DP)

ED 093 506 PS 007 418

Fowler, William Khan, Nasim

A Follow-up Investigation of the Later Development of Infants in Enriched Group Care.

Pub Date 17 Apr 74

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cognitive Development, *Day Care Programs, *Enrichment Programs, Family Environment, Followup Studies, Graphs, *Infants, *Intelligence Quotient, Intelligence Tests, Preschool Tests, Sex Differences, Social Development, Working Women

Identifiers—*Short Term Developmental Improvements

An investigation of the continuing development of infants involved in a program of enriched group care is presented. The 30 advantaged infants had working mothers, and the 9 disadvantaged infants had nonworking mothers. In the original study, they were enrolled in private day care and involved in a program of total environmental care and parent guidance. Special methods of cognitive rule stimulation through play and warm and flexible personalized care were designed for each of four types of activities: developmental care routines, free play, guided learning, and excursions. Original results indicated a mean 20-point gain in IQ. A followup study carried out one and two years after the original investigation showed that all tested groups tended to rise considerably in IQ over the total period, despite temporary dips by three groups. The major evidence on socioemotional development also shows a generally continuing high and slightly increasing mean level of functioning on nearly all ratings. Exact measurement results are presented in four graphs. Concluding discussion focused on the lack of regression to or toward preprogram levels of functioning, although regression had been found to be characteristic for disadvantaged children in other studies. Possible reasons for greater developmental gains for advantaged infants are presented. (SDH)

RC

ED 093 507 24 RC 007 956

Moe, Edward O. Tamblin, Lewis R.

Rural Schools as a Mechanism for Rural Development.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Jul 74

Contract—OEC-1-6-062469-1574(10)

Note—103p.

Available from—ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88003 (\$4.00) or National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-17: \$4.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Change Agents, Definitions, *Educational Development, Experimental Programs, Industrialization, Legislation, Relationship, *Relevance (Education), *Rural Development, *Rural Schools, *School Role

A relationship exists between rural schools and rural development. Being an integral part of rural communities and society, these schools are affected by the forces at work within and on their society. Rural society, communities, and schools have been changed by massive forces of industrialization, urbanization, and bureaucratization. Migration accelerated as inequities between rural and urban areas became more visible. The school is a major force in improving opportunity and the quality of life. Therefore, schools are a mechanism for development and can be strategic forces in development efforts to improve rural communities, then creating conditions under which they can perform more effectively as educational institutions. This paper provides: (1) an overview of the growing interest and concern in development at various levels, (2) a review of the functions of schools in past development, (3) impediments schools confront as a development mechanism, (4) functions schools might perform in rural development, and (5) some specific actions schools might take to accelerate development in rural communities and to improve educational quality. (NQ)

ED 093 508 RC 007 957
Fuchs, Estelle Havighurst, Robert J.

To Live on This Earth; American Indian Education.

Pub Date 73

Note—390p.

Available from—Anchor Press/Doubleday, Garden City, N.Y. 11530 (\$3.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *American Indians, Boarding Schools, Community Leaders, Curriculum Development, *Education, Educational Innovation, *Educational Research, Mental Development, Mental Health, *Nonreservation American Indians, *Opinions, Reservations (Indian), Rural Areas

A major study of the education of the American Indians, an area where virtually no research on a nationwide basis has been done since the late 1920's, is presented in this book. It draws heavily on information obtained by the National Study of Indian Education (funded by the U.S. Office of Education and completed in 1971). Every facet of American Indian education is examined—students, teachers, parents, community leaders, and educators reveal their views both in terms of what now exists and plans for the future. Education for Indian youth across the nation varies strikingly according to numerous factors such as sources of funding, location, curriculum, faculty, degree of isolation from other communities, and cultural differences. Aspects of these factors indicate how Native Americans live and are educated, and what they think of the process. Topics covered are: a detailed study of 8 Indian schools ranging from isolated to urban areas; a description of where children go to school and what types of schools they attend; an examination of students, teachers, parents, and community leaders; how Indian parents, youth, and community leaders view their schools; a description of some of the innovations in Indian education; Indian people in present day America; mental health; mental ability and mental development; school achievement; boarding schools; and some criticisms of Indian education. Recommendations such as an increased Indian voice in education and the establishment of a national Commission on Indian Education are given. (NQ)

ED 093 509 32 RC 007 960

Minkler, Elton D.

Evaluation of Oregon State Migrant Education Program, 1969-70. Title I, ESEA, Migrant Amendment.

Oregon State Board of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 70

Note—83p.; For related document, see ED046563, ED046564, ED077628, and ED088624

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Ancillary Services, Community Involvement, *Educational Programs, Elementary Grades, Inservice Education, *Migrant Education, *Program Effectiveness, *Program Evaluation, Secondary Grades, Staff Utilization, Teacher Aides, Teacher Education

Identifiers—Elementary Secondary Education

ACT Title I, ESEA Title I, *Oregon

The Oregon State Plan for Migrant Education consists of 4 components: the district project programs providing direct services to migrant children; the Migrant Education Service Center; the Eastern Oregon College Master of Arts in Teaching (MAT) Program; and project supervision. During fiscal year 1970, 4,293 students in 16 regular and 11 summer school programs were served. Emphasis was on preschool services, language arts and diversified experience and activities at the elementary level; language arts and vocational and occupational experiences at the junior and senior high school level; and cultural reinforcement. The Migrant Education Service Center provided services to all State projects. The MAT Program, a 12-month comprehensive training program for teachers of migrant children, included courses in linguistics, reading instruction, sociology, anthropology, intern teaching, and field experience. The state migrant education program was supervised by the Migrant Education Unit of the Oregon Board of Education. This 1969-70 evaluation report covers: exemplary projects; children served; grade placement; teacher-pupil ratio; coordination with Title I and other programs; in-service training; nonpublic school participation; dissemination; community involvement; program effectiveness and integration; supportive services; staff utilization; new programs; program critique; the Migrant Education Service Center; the MAT Program; and fund disbursement by categories. (NQ)

ED 093 510 32 RC 007 961

Minkler, Elton D.

Evaluation of Oregon State Migrant Education Program, 1970-71. Title I, ESEA, Migrant Amendment.

Oregon State Board of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 71

Note—93p.; For related documents, see ED046563, ED046564, ED077628, and ED088624

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Ancillary Services, Community Involvement, *Educational Programs, Education Service Centers, Elementary Grades, Inservice Education, *Migrant Education, *Program Effectiveness, *Program Evaluation, Secondary Grades, Staff Utilization, Teacher Aides, Teacher Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Oregon

During fiscal year 1971, the Oregon State Migrant Education Program, funded by the Title I Migrant Amendment, enrolled 6,099 students in grades K-12. Of these, 4,092 were enrolled in the regular school term and 2,007 were enrolled in summer programs. The Migrant Education Service Center expanded on its provision of diagnostic and prescriptive services for students in migrant programs. This 1970-71 evaluation report covers: exemplary projects; children served; grade placement; teacher-pupil ratio; interrelationship with regular Title I programs; coordination with other programs; in-service training; nonpublic school participation; dissemination; community involvement; program effectiveness; construction - equipment; supportive services; program integration; staff utilization; new programs; a program critique; the Migrant Education Service Center, and the Teacher Training Program. (NQ)

ED 093 511 RC 007 962

Gurecki, Karen J. Wurster, Stanley R.

A Study of the Relationship of the Length of Continuous Attendance at a Single School to Reading and Arithmetic Achievement Test Scores.

Arizona State Univ., Tempe.

Pub Date Jul 74

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Achievement Rating, Anglo Americans, *Attendance Patterns, Continuous Learning, Grade 6, Mathematics, Mexican Americans, *Mobility, Negroes, Reading Tests, *Relationship, Residential Patterns, Rural Areas, Scores, *Test Results

Identifiers—Arizona

The study investigated whether a significant relationship existed between the continuous length of time a student spends at one school and reading and arithmetic achievement test scores. The study population consisted of all 6th grade students in a single school located within 25 miles of Phoenix (Arizona) and within 10 miles of an Air Force complex. The literature review, using only studies written after 1959, showed that there was no significant relationship between mobility and achievement. A total of 132 students who were present when the California Achievement Test (CAT) was administered in October 1973 were included in the testing. If a student was present for the testing, but subsequently moved, his scores were still included. A causal-comparison design was used, with continuous length of time as the independent variable and mean grade equivalent achievement test scores as the dependent. Analysis of variance was used to determine if differences existed at the .05 level of significance for 4 CAT subtests: Reading Vocabulary, Reading Comprehension, Mathematics Computation, and Mathematics Concepts and Problems. The study concluded that, since the f-ratios were not sufficient to establish significance at the .05 level, length of continuous attendance did not significantly affect achievement test scores. (KM)

ED 093 512 RC 007 966

Kendrick, Elise, F., Ed. Maher, Judith F., Ed. 1973 Annual Report of the Appalachian Regional Commission.

Appalachian Regional Commission, Washington, D.C.

Pub Date 31 Dec 73

Note—103p.; For related documents, see

ED029734, ED072521, ED068255, ED077604

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Annual Reports, Area Studies, *Developmental Programs, *Economic Development, Employment Trends, Environmental Education, Financial Support, Health, Housing Needs, Human Services, Income, *Population Trends, *Rural Areas, Tables (Data), Transportation

Identifiers—*Appalachia, Appalachian Regional Commission

The Appalachian Regional Commission, established by the 1965 Appalachian Regional Development Act, has as its overall goal the economic and social development of the region. The program brings together the more than 18 million Appalachian citizens and local, State, and Federal governments in a cooperative effort to build a better life. In 1973, there were some temporary setbacks from natural disasters but overall advances for the Appalachian development program. This annual report focuses on what has been accomplished by the Commission during 1973, also discussing its organization and development strategy. Innovations and the current status of finances, employment, population, income, transportation, education, environment, health, child development, and housing are specific areas of concern. The appendices list the Appalachian population, approved projects, expenditures by State, and local development districts. (NQ)

ED 093 513 95 RC 007 967

Garrow, Larry And Others

Mohawk People—Past and Present. A List of Print and Visual Media on Mohawk History, Culture and Current Events.

Akwesasne Library-Culture Center, Hogansburg, N.Y.; National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—American Indian Culture, American Indian Languages, *American Indians, *Annotated Bibliographies, Art, *Booklists, Childrens Books, Cultural Background, Current Events, Filmstrips, Handicrafts, History, Local Government, *Reference Materials, Reservations (Indian), Tribes, *Visual Aids

Identifiers—*Mohawks

A list of print and visual media on Mohawk Indian history, culture and current events (written between 1847 and 1972) is presented in this

bibliography. The 8 sections, which list approximately 156 citations, are: The Past; The Present; Arts and Crafts; Mohawk Government; Mohawk-White Relations; Mohawk Language; Mohawk Stories; and Children's Books. Where to Find More, the last section, provides sources for further reference. (AH)

ED 093 514 95 RC 007 968

Garrow, Larry And Others

A Selected Bibliography of the Mohawk People. National Indian Education Association, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—American Indian Languages, *American Indians, *Annotated Bibliographies, Audiovisual Aids, Children's Books, Cultural Background, Fiction, Government Role, Handicrafts, *History, *Laws, Legends, *Media Research, Religion, Social Factors, Treaties

Identifiers—Mohawks

Designed to cover all media on all areas of Mohawk life, the bibliography also included general materials on the Iroquois where nothing on the Mohawks had been produced. To be relevant to Mohawks on the St. Regis Reserve, the bibliography used an informational survey of community priorities (1972, National Indian Education Association Library Project). The approximately 343 citations, dated from 1762 through 1972, are arranged by subject and subdivided by author. Resources vary according to the priority the Mohawk people placed on the area covered—high priority items, such as history and legal relations, include primary and secondary print materials, and non-print materials; low priority items, such as anthropology, include only secondary material. The sections are: archeology; a bibliography of bibliographies; children's books; fiction about Mohawks; government; history; language; laws and treaties; literature (folklore); maps; material culture (handicrafts); religion; and society and culture (traditional and contemporary). (AH/KM)

ED 093 515 RC 007 969

The Trading Post System on the Navajo Reservation. Staff Report to the Federal Trade Commission.

Federal Trade Commission, Los Angeles, Calif.

Pub Date Jun 73

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1800-00158; \$0.85)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*American Indians, *Consumer Economics, Credit (Finance), *Economically Disadvantaged, Food Stores, History, *Investigations, Life Style, *Merchants, Reservations (Indian), Rural Areas, Socioeconomic Status

Identifiers—*Navajos

Since the late 19th century, trading posts have been a prominent feature in Navajo economic life. Today, due to geographic isolation and an absence of economic alternatives, many Navajos are still dependent upon trading posts. This report of a Federal Trade Commission (FTC) investigation details the system on the Navajo Reservation, including the abusive and unfair practices used by many of the traders. FTC interest in trader conduct traces to a 1971 meeting between attorneys from the FTC Los Angeles Regional Office and staff attorneys from Dinebeina Nahiilna Be Agaditah (DNA), an Office of Economic Opportunity legal aid facility on the Reservation. The DNA attorneys cited 3 questionable practices: withholding government checks; alleged price fixing; and Truth in Lending Act violations, particularly in pawn transactions. In April 1972 the Commissioner of the Bureau of Indian Affairs (BIA) requested that the FTC, because of their expertise, conduct immediate investigations to promulgate revised Navajo trader regulations. FTC staff surveyed 95% of the trading posts on or near the Reservation. These interviews were directed at pawn practices, open end credit, and mail delivery. The staff also interviewed more than 100 Navajo consumers on the reservation. Public hearings were then held by

the BIA and FTC in August 1972. The hearings concluded that one of the most onerous trader practices was "credit saturation" (extending credit up to the customer's known periodic income). (KM)

ED 093 516

RC 007 972

Foster, Philip, Ed. Sheffield, James R., Ed. Education and Rural Development. The World Year Book of Education 1974.

Pub Date 74

Note—417p.; For related documents, see RC007973-976

Available from—International Publishing Service, 114 East 32nd Street, New York, N.Y. 10016 (\$20.00)

Document Not Available from EDRS.

Descriptors—African Culture, Agricultural Education, *Case Studies, Developing Nations, *Educational Needs, *Educational Status Comparison, Extension Education, Latin American Culture, Mass Media, *Rural Development, Rural Education, *Rural Urban Differences, Technology, Urban Population

Identifiers—Asia

The 1974 volume of the World Book of Education expresses the extreme imbalance in welfare levels and the educational gap between urban and rural populations. The enormous problems involved range from essential "transformationist" viewpoints to more "gradualist" orientations. The interrelationship of technology, research, education, and organization in the process of reinforcing and improving the situation in the less developed areas of the world is explained. Part I of this book discusses a number of general issues of education and rural development; Part II gives several case studies from Africa (including Francophone Africa, Tanzania, and Kenya), Asia (Mainland China, India), and Latin America. (NQ)

ED 093 517

RC 007 973

Hornik, Rboert And Others

The Mass Media in Rural Education.

Pub Date 74

Note—22p.; For related documents, see RC007972, RC007974-976

Available from—Not available separately, see RC007972

Document Not Available from EDRS.

Descriptors—Community Development, *Developing Nations, Educational Development, Educational Programs, Feedback, *Instructional Media, *Mass Media, Organization, *Rural Development, *Rural Education

As educators and politicians have become aware of the need to provide more educational opportunities to rural areas, mass media has become more important. Focusing upon the developing nations of Africa, Asia, and Latin America, this article discusses the past and continuing use of mass media in rural education. Topics are: an overview of mass media in rural development and education; formal and informal education; projects using media forms in formal educational settings; mass media in informal education; and the organization of the media for rural education. Among the recommendations are: (1) when implementing a media-based instruction, reforms of non-media components of the educational system (curricula, complementary written materials, and classroom utilization) must not be neglected; (2) countries planning new media systems for rural education cannot ignore the needs of local personnel such as teachers and community development workers; and (3) the media's effectiveness is enhanced when integrated within organizations which are strong and flexible enough to carry out complementary educational reforms. (NQ)

ED 093 518

RC 007 974

Singleton, John

Schools and Rural Development: An Anthropological Approach.

Pub Date 74

Note—119p.; For related documents, see RC007972-973, RC007975-976

Available from—Not available separately, see RC007972

Document Not Available from EDRS.

Descriptors—Case Studies, *Community Development, Culture, Developing Nations, Educational Administration, *Educational Anthropology, Research, *Rural Development, *Rural Population, Rural School Systems, *Social Development

Identifiers—Thailand, Philippines

The paper suggests an anthropological framework for new professional conceptualizations of schooling and education which can help to redefine the larger problems of relating education to social and developmental purposes. The focus is upon rural communities since some of the best current research comes from rural settings and is relevant to those problems usually associated with rural development; but the applicability is not limited to rural settings. The anthropological models are from traditional disciplinary concerns with isolated small communities and are better adapted to the understanding of social institutions at the local level than at national and international levels. Topics are: schools, schooling, education, and culture; school activities and functions; and case studies of rural schools in Thailand and the Philippines. (NQ)

ED 093 519

RC 007 975

Wood, A. W.

Developing Educational Alternatives: Some New Ways for Education in Rural Areas.

Pub Date 74

Note—12p.; For related documents, see RC 007 972-974, RC 007 976

Available from—Not available separately, see RC007972

Document Not Available from EDRS.

Descriptors—Alternative Schools, *Community Education, Developing Nations, Dropouts, *Educational Programs, Experimental Programs, Federal Programs, *Rural Areas, *Rural Education, Rural Youth, Urban Youth, *Youth Clubs, Youth Problems

The evolution and diversification of alternative educational programmes for rural communities are traced from the "shock-absorber" approach, aimed at a sector of society which presented a visible need, toward community education and some of the working principles behind it. The starting point for examining educational evolution is traditional youth work and the growth of youth clubs. Because of the extreme selectivity in conventional education systems, the dropout becomes the preoccupation of the missionary, voluntary worker, private organization, and ultimately of governments. In many countries there is a long history of such structures, frequently scantily equipped and staffed, some of which offer young people recreational opportunities, while others offer shelter. Topics are: urban and rural youth centres; government and national schemes; smaller schemes; and private experiments. The paper concludes that the rural areas of the developing world constitute a clear case of multiple deprivation. Faced with such a situation, there is probably little that education in itself, whether conventional or not, can achieve. (NQ)

ED 093 520

RC 007 976

Forni, Nadia

Recent Developments in Rural Education and Training.

Pub Date 74

Note—23p.; For related documents, see RC007972-975

Available from—Not available separately, see RC007972

Document Not Available from EDRS.

Descriptors—*Community Education, *Developing Nations, Educational Programs, Employment Opportunities, Females, Higher Education, Land Use, *Rural Development, *Rural Education, *Rural Urban Differences, Socioeconomic Status, Teacher Education, Technical Education

Education is a wider learning process than actual schooling which may be too long and indirect to generate needed improvements. Creating a group of formally trained people is not sufficient to overcome the inertia of organizational structures which have inherent survival ability. Education is seen as a way to enter other types of occupations and raise one's social status. In rural areas, education is not usually seen as a way of improving the performance of the economy but as a route to urban employment. The most recent and relevant developments in rural education involve: (1) the interlocking of rural and urban formal and non-formal education; (2) education in the community more than in the school; (3) how to win the race against time; and (4) education for, and through, land reform. These are discussed in relation to recent developments in rural education and training in Africa, Latin America, and the Near East. Related issues are

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also briefly discussed. The paper notes that special training programmes need to be developed for a highly relevant rural population group — women. (NQ)

ED 093 521 **RC 007 977**

Quintana, Rosalinda
A Comparative Study of Students' Attitudes Toward Education.

Pub Date May 74
Note—103p.; M.A. Thesis, New Mexico State University, Las Cruces, N.M.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Anglo Americans, Change Agents, College Students, *Comparative Analysis, *Educational Attitudes, *Foreign Students, *Mexican Americans, Non Western Civilization, Role Perception, Student Motivation, Teacher Orientation

The comparative analysis of students' attitudes included Mexican American, Anglo, and Asian students (from Thailand, Taiwan, and the Philippines). A Likert scale was used to measure all attitudes. All analysis performed utilized cross tabulation and chi square. The attitudes studied were reasons for going to college; concept of an educated person — whether they should have a technical orientation or a broader interest in life; student versus professional orientation of professors; and student-professor distance. Asian students appeared to be more collectively oriented than U.S. students, and also thought the educated person should have a broader orientation in life. Both Asian and U.S. students favored professors' attitudes being more student than professionally oriented. Asian students did perceive more distance between themselves and their professors. No significant differences were found between Mexican American and Anglo students' attitudes toward education. Socioeconomic status, as measured by occupation, education, and income, did not appear to influence the reasons students have for going to college and was not related to other attitudes. Neither sex, nor rural/urban residence, were related to attitudes toward education. (Author/KM)

ED 093 522 **RC 007 978**

Medeiros, Francine Reck, John D.

Self-Esteem and Academic Performance: Using a Self-Image Improvement Package with Emphasis on the Chicano Student.

Pub Date Jun 74

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Achievement, Change Agents, Community Colleges, Curriculum Development, Educational Needs, *Experimental Programs, Individual Development, *Instructional Materials, Material Development, *Mexican Americans, Recruitment, *Self Esteem, Success Factors

Identifiers—*Chicanos
The study experimentally investigated a self-image development package — Self-Programmed Counseling and Self-Programmed Control (SPC) — that was especially geared to meet the educational and personal needs of the Chicano student. The fall 1973 study used these considerations: (1) how the community college can increase the enrollment of Chicano students to reflect the kindergarten through 12th grade Spanish surname population of the district; (2) having recruited more Chicano students, what the institutions can do to retain them; and (3) what types of programs/curricula should be developed to meet the learning styles as well as the personal and academic needs of the Chicano student. The study population included 46 Chicano students who enrolled in the fall 1973 semester at Mt. San Antonio College (Walnut, California) and continued their enrollment through the 15th week of the semester. The results concluded that the SPC attitude change package can help Chicanos and others to compete more effectively. The SPC group achieved higher grade point averages, re-enrollment rates, better study habits and attitudes, and lower fear factors. Results also confirmed the researchers' impression that low self-image is a key factor inhibiting successful academic performance. (KM)

ED 093 523 **RC 007 979**

Nicholas, James C. Kersey, Harry A., Jr.

Recommendations Concerning Employment, Income, and Educational Opportunities for the Seminole and Miccosukee Tribes in Florida. Final Ecological Report.

Florida Atlantic Univ., Boca Raton.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Hollywood, Fla. Seminole Agency. Report No—BIA-K51C14200480; DI-SFEP-74-48; PB-231-943

Pub Date 74

Note—101p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (PB-321 943/2GA; MF \$1.45, PC \$8.25)

Document Not Available from EDRS.

Descriptors—*American Indians, Change Agents, Demography, Economic Development, *Economic Research, Educational Opportunities, *Employment Opportunities, Environmental Influences, Federal Programs, *Futures (of Society), History, *Land Use, Research Projects, Reservations (Indian), Socioeconomic Status, Tribes, Urbanization

Identifiers—Florida, Miccosukee, Seminole
A part of the South Florida Environmental Project sponsored by the U.S. Department of Interior, Bureau of Indian Affairs, this project commenced on July 1, 1971, and ended on December 31, 1972. Phase I provided a comprehensive history of Seminole and Miccosukee Indian tribal development; Phase II produced an overall view of the growth of the South Florida region and the potential impact on Indians in the area. In Phase III, which is reported in this paper, the research team concentrated on estimating present and future employment and income opportunities for the tribes, as well as a general reservation land use forecast to the year 2000. To assist the tribes in developing economic and educational plans, development plans for South Florida lands abutting the reservation areas, including the possible location of a jetport, were given. Additionally, a set of general educational recommendations was prepared for the tribes to develop programs for school aged children, adult education, and vocational-technical training. (KM)

ED 093 524 **RC 007 980**

Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume I—Executive Summary, Summary of Findings, and Recommendations. Final Report.

Exotech Systems, Inc., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 25 Jan 74

Contract—OEC-0-73-0884

Note—67p.; Volume I of 4 volumes, RC007981-983

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Attitudes, Bilingual Education, Community Involvement, *Educational Assessment, Federal Programs, Formative Evaluation, Inservice Education, *Migrant Child Education, *Program Administration, *Program Evaluation, Reports, Resource Allocations, *State Programs, Teacher Aides, Vocational Education

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The legislative mandate of Section 507, 1972 Education Amendments (PL 92-318), called for an evaluation and assessment of Title I (1965 Elementary and Secondary Education Act) operations and their impact on migrant students. Emphasizing a comprehensive description of program activities, the study did not attempt to measure educational quality by quantitative techniques, other than by some attitude questions asked of teachers, teacher aides, migrant students, and parents. The sampling plan provided an in-depth view of program activities in California, Florida, Texas, Colorado, Michigan, New Jersey, New York, North Carolina, Ohio, and Washington. Analysis method was to: (1) compile answers by subject and type of respondent; and (2) aggregate the data by State. Measures of central tendencies in response to questions were also derived and reported. The report is in 4 volumes; this volume (I) contains the contractor's execu-

tive summary, findings, recommendations, and the U.S. Office of Education's executive summary. Among the findings are: (1) migrant students fall behind their peers in academic achievement and grade levels, especially in grades 3 and 4; (2) most drop out of school before the 9th grade; and (3) a lack of uniform and coordinated planning and implementation results in duplication and gaps in service delivery. (NQ)

ED 093 525 **RC 007 981**

Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume II—Impact Analysis. Final Report.

Exotech Systems, Inc., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 25 Jan 74

Contract—OEC-0-73-0884

Note—250p.; Volume II of 4 volumes, RC007980; RC007982-983

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—Academic Achievement, Advisory Committees, Bilingual Education, Community Involvement, Dropouts, *Educational Assessment, Educational Programs, Federal Programs, *Migrant Child Education, Parent Attitudes, *Program Effectiveness, *Program Evaluation, Reports, Student Attitudes, *Tables (Data), Teacher Aides, Vocational Education

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Elementary and Secondary Education Act Title I migrant programs focus on identifying and meeting the needs of migrant children through remedial instruction, health, nutrition and psychological services, cultural development, and prevocational training and counseling. Evaluating the impact of Title I programs for migrant children, the study determined the success of the Federal program in meeting the migrant child's needs. The sample consisted of 100 projects in 10 States. Analysis was done by compiling answers by subject and type of respondent and aggregating the data by State. This volume (II) of the 4 volume evaluation reports on the qualitative and quantitative assessment of the impact of the State education agency and local education agency levels. Information is also given on factors accounting for observed variations in impact and the extent to which Federal funds were used to supplant, rather than supplement, other funding sources. Topics covered are: (1) impact of the Migrant Education Program on migrant students; (2) services provided to migrant students by the Migrant Education Program; (3) paraprofessional program aides; (4) home-school relationships; (5) advisory councils; (6) staff attitudes; and (7) parental attitudes. The majority of the information is in tabular form. (NQ)

ED 093 526 **RC 007 982**

Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume III—State Assessment. Final Report.

Exotech Systems, Inc., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 25 Jan 74

Contract—OEC-0-73-0884

Note—373p.; Volume III of 4 volumes, RC007980-981; RC007983

EDRS Price MF-\$0.75 HC-\$17.40 PLUS

POSTAGE

Descriptors—Budgets, Community Involvement, Computer Oriented Programs, Definitions, *Educational Assessment, Expenditures, *Federal Programs, Inservice Education, *Migrant Child Education, *Program Coordination, *Program Evaluation, Resource Allocations, Role Theory

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Volume III of the evaluation report contains back-up material to assess State administration of programs and projects covering Elementary and Secondary Education Act Title I programs for migrant children in the 10 sample States. This volume gives role definitions for Federal, State, and local level units according to a complex set of interrelating management functions; description of management practices according to role

definitions; comparison of State budgets and actual expenditures; description of noteworthy management practices being implemented and those still being developed; program coordination activities being implemented in order to meet the comprehensive needs of the migrant child; assessment of the Migrant Student Record Transfer System and of pre-service and in-service training used to prepare the teaching staff for working with migrant children; and a discussion of the major issues resulting from the implementation of PL 89-750. (NQ)

ED 093 527 32 RC 007 983
Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume IV--Appendices. Final Report.

Exotech Systems, Inc., Falls Church, Va.
 Spons Agency--Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 25 Jan 74

Contract--OEC-0-73-0884

Note--180p.; Volume IV of 4 volumes, RC007980-982

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors--*Case Studies, Child Development, Elementary Grades, *Federal Programs, Health Services, Inservice Education, Migrant Child Care Centers, *Migrant Child Education, Mobile Educational Services, *Program Descriptions, Tables (Data), Testing, Vocational Education
Identifiers--*Elementary Secondary Education Act Title I, ESEA Title I

Volume IV of the evaluation report consists of case studies from 10 migrant education projects in 8 of the sample States. These projects were visited in July through September 1973. The case studies give noteworthy or innovative aspects of the projects, detailed descriptions, and the functions. The projects are: (1) Harnett County Summer Migrant Education Project; (2) Pitt County Migrant Education Project; (3) New Jersey Office of Migrant Education Recruiting Program; (4) New Jersey Office of Migrant Education Health Services for Migrant Children; (5) the Archway School; (6) Mobile Educational Unit Program; (7) Pilot V Program; (8) Migrant Summer School--Williamson Central School; (9) Dixon Camp Migrant Infant Care Program; and (10) Vocational Child Development Program--Hamilton Union High School. The observers found that most noteworthy projects, no matter where they were located, what kind of a program they offered, or how much money they had, were characterized by the strong central leadership of the project directors and by the personal dedication of the staff. The appendices include: (1) supplementary data and calculations for the recommended estimation method discussed in Volume I; and (2) the Texas testing results mentioned in Volume II. (NQ)

ED 093 528 RC 007 984
Kingsbury, Ramona Lee Bent

The Effects of the Las Cruces, New Mexico, Bilingual Program on Selected Aspects of English.

Pub Date Aug 74

Note--45p.; M.A. Thesis, New Mexico State University, Las Cruces, N.M.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors--*Bilingual Education, *English (Second Language), *Language Fluency, *Language Proficiency, Literature Reviews, Masters Theses, Oral Communication, Oral Expression, *Spanish Speaking

Identifiers--*Las Cruces, New Mexico

The study ascertained through standardized tests, if a bilingual educational program had an effect on spoken English proficiency of native Spanish speakers in Las Cruces, New Mexico. The sample consisted of 34 fourth grade children enrolled in the Sustained Primary Program for Bilingual Students in the Las Cruces Public School System. The subjects were divided into 2 groups: group I was taught in both English and Spanish; group II was taught in English only. Taken from the same cultural and socioeconomic background, subjects were tested in a quiet room. The methods used to measure English speaking proficiency were the Ammons Quick Picture Vocabulary Test; 3 subtests of the Illinois Test of Psycholinguistic Ability taken from the represen-

tational level (Auditory Reception, Auditory Association, and Verbal Expression); and a nonverbal intelligence test (the Columbia Mental Maturity Scale). Mean scores were computed for all tests and groups were compared. To determine the significance of difference between scores, t tests were conducted on all tests. Findings were: (1) no significant differences were found between the 2 groups on English speaking proficiency in auditory reception, auditory association, verbal expression, and on the intelligence test; and (2) significant differences were found on the Ammons Quick Picture Vocabulary Test. English speaking proficiency was depressed for both groups when compared with norms for their chronological age. (Author/NQ)

ED 093 529 RC 007 985
Upper Mississippi River ECO-Center Environmental Education Project. First Year Report, Project Year 72-73.

Upper Mississippi River ECO-Center, Thomson, Ill.

Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers; Illinois State Office of the Superintendent of Public Instruction, Springfield.

Bureau No--23-72-0314-1

Pub Date May 74

Note--144p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors--*Curriculum Development, *Environmental Education, Grade 5, History, *Integrated Activities, Material Development, Natural Resources, Outdoor Education, *Program Descriptions, Project Applications, Resource Materials

Identifiers--*Elementary Secondary Education Act Title III, ESEA Title III, Illinois

The proposal describes the history of the Upper Mississippi River ECO-Center Environmental Education Project (funded by Title III, Elementary and Secondary Education Act), Carroll County, Illinois. The goal of the project, which began in July 1972, is to implement and coordinate a comprehensive environmental education program for the county's students and citizens. The pilot group for the first year included the 5th grade students and teachers in the county's 7 school districts. Ten activities were designed to integrate environmental education into existing instructional programs, including program planning in conjunction with the Department of Education, Northern Illinois University; developing a series of in-service training sessions for classroom teachers; identification and development of area resources for student field trips; and developing a local outdoor education site. Evaluation tests, developed by the staff, indicated that pupils had statistically increased their environmental awareness. The proposal is divided into Information and Project Description; Effectiveness/Success, Cost Information (deleted), and Exportability. The Appendix includes a project description, the program as planned and carried out, activities, and the national validation report. Much of the information is given in tabular or proposal form. (KM)

ED 093 530 RC 007 986
1973 Post Season Rural Manpower Report.

Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.

Pub Date 73

Note--31p.; For related documents, see ED051939, ED065241, and ED080225

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors--*Agricultural Laborers, *Annual Reports, Community Support, Demography, *Employment Services, Field Crops, Human Services, Industrialization, Job Training, Labor Supply, *Manpower Utilization, Migrants, *Rural Areas, Tables (Data), Wages

Identifiers--*Michigan

The 1973 annual report describes services provided by the Rural Manpower Service (RMS) to 63 Michigan counties. Section I describes the organization of the RMS, and its 2 special projects--Operation Hitchhike, and the National Migrant Worker Program (formerly the Mobility Facilitator Unit). Section II gives rural area demographic data and manpower services for rural residents, including non-agricultural and small town re-

sidents. Wages and earnings in agriculture were collected for 9,395 seasonal workers, indicating that the average hourly earnings of piece work rated laborers increased 15.3 percent over that of 1972. Minimum piece work rates and tables of prevailing wage rates are also given. Employment operations given in Section IV indicated that Michigan's labor situation in 1973 was in a state of transition, since most crops approached optimum mechanization levels. Sufficient migrant housing was also in short supply. Section V gives the 12 major crops in the State. Much of the information is presented in the 13 tables, charts, maps, and attachments. (KM)

ED 093 531 RC 007 991
Educational Continuity of the Migrant Child. Annual Eastern Stream Conference (5th, Atlanta, Georgia, March 5-8, 1974).

Georgia State Dept. of Education, Atlanta.

Pub Date 8 Mar 74

Note--35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors--Communication (Thought Transfer), Computer Oriented Programs, *Conference Reports, Discussion Groups, Human Services, *Information Dissemination, *Migrant Education, Photographs, *Program Descriptions, Recruitment, Speeches, State Programs, *Summative Evaluation

Identifiers--*Eastern Stream States

The Fifth Annual Eastern Stream Conference on Migrant Education met in Atlanta, Georgia, March 5-8, 1974. Conference objectives were to provide information on: teaching techniques; the Migrant Student Record Transfer System (MSRTS); program designs, plans, and communication techniques; the form, scope, nature and purpose of migrant programs; national efforts in migrant education; the need and methods of providing supportive services; recruitment needs and techniques; and the developing role of early childhood education. The speeches and discussion groups, which are briefly summarized, covered: current national efforts; career education; the NSRTS; recruitment; teaching techniques; program support; health needs; orientation for new people; program support; bilingual education; early childhood education; reading; mathematics; curriculum development; and MSRTS terminal operator and user training. A group of Eastern Stream recruiters (representing Delaware, Florida, Georgia, Maryland, New Jersey, New York, North Carolina, South Carolina, and Tennessee) held 3 meetings which produced 14 recommendations. These include placing priority on identification and enrollment systems in each State and instituting an Early Warning and Tracking System through interstate cooperation. Extensive photography depicts many of the sessions. (KM)

ED 093 532 RC 007 992
1970 Annual Report of the Appalachian Regional Commission.

Appalachian Regional Commission, Washington, D.C.

Pub Date 70

Note--167p.; For related document, see RC007966

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors--*Annual Reports, Community Development, Conservation (Concept), *Economic Development, Education, Federal Programs, Futures (of Society), Health, Housing, Natural Resources, *Program Descriptions, *Rural Areas, *Social Development, Transportation

Identifiers--*Appalachian Regional Development Program

During 1970, the Appalachian Regional Development Program completed its 5th year of operations. Authorized under the 1965 Appalachian Regional Development Act, the program tries to cooperatively promote Appalachia's future economic and social development through a phased series of public investments to improve education, health, transportation, housing, community development, and conservation of natural resources. This 1970 annual report discusses Appalachia today, the history of financing of the program, the structure and operation of the Regional Commission, State districts, local districts, and priorities in the region's 4 geographic areas. Goals and strategies are given for urban and rural

growth, future employment, and investment objectives. Additionally, health needs and skill development, education, transportation, housing and community development, and environmental and resource projects are discussed. The chapter covering educational programs explains vocational education, educational cooperatives, higher education, and manpower development. The Appendices include population by county, a bibliography of Commission publications, demonstration health programs, vocational education facilities, supplements to Federal Grants-in-Aid, local development districts, and expenditures by State. (KM)

ED 093 533 RC 007 993

Izenberg, Robert M., Ed.

The Community School and the Intermediate Unit. Yearbook 1954 (Department of Rural Education).

National Education Association, Washington, D.C. Dept. of Rural Education.
Pub Date 54

Note—258p.; Out of print

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—*Community Schools, *Educational Improvement, Educational Opportunities, *Educational Programs, Futures (of Society), Individual Needs, Interaction, *Intermediate Administrative Units, *Rural Areas, Rural Education, School District Autonomy, Student Needs

The spirit of sharing and neighborliness has helped improve educational opportunities for rural communities through school district reorganization. As educational programs related to individual community needs are developed, the need for services beyond the reach of most local school districts is discovered. Community schools face the problem of how to get these educational services at a reasonable cost, while at the same time preserving local autonomy. The future development of educational opportunities for most schools and communities depends on: (1) the interrelationships between intermediate units and the constituent community schools, and (2) the organization and operation of the intermediate unit itself as an agency for providing educational services. This 1954 Yearbook discusses the interrelationships of Community schools and intermediate units. Examples of present practices, both well established and just beginning, are given. A 17 item annotated bibliography; a brief account of the Department of Rural Education and a roster, arranged by State, of its members; and the goals for the Centennial Action Program of the United Teaching Profession are also included. (NQ)

ED 093 534 RC 007 994

Rural Education - A Forward Look. Yearbook 1955 (Department of Rural Education).

National Education Association, Washington, D.C. Dept. of Rural Education.
Pub Date 55

Note—499p.; Out of Print

EDRS Price MF-\$0.90 HC-\$23.40 PLUS

POSTAGE

Descriptors—Agriculture, *Conference Reports, *Educational Needs, *Futures (of Society), *History, Manpower Development, *Rural Education, School Districts, Speeches
Identifiers—*National Conference on Rural Education

Drawing upon the 1954 National Conference on Rural Education, the Yearbook discusses major problems and possibilities arising from significant changes in rural education. Part I presents an overview of education for rural America -- its achievements, continuing problems and some suggestions for their solutions, and the challenge for the immediate future. Parts II and III give major conference addresses. Part II includes, in slightly condensed form, all papers presented in the general sessions and the 4 Assemblies; Part III gives papers from various divisions, selected as comprehensive statements or because their major content could not be incorporated into the brief statements in Part I. General areas are: community involvement, teacher shortages, business perspectives, agriculture, population trends, cultural changes, educational administration, economic changes, school district reorganization, State education departments, farm and rural incomes, rural environment, school building use, financing problems,

suburban development, and personnel needs. The conference program and personnel, the history of the Charl Ormond Williams Award, a rural education bibliography, an explanation of the Department of Rural Education, and a roster of its members are also given. (KM)

ED 093 535 RC 007 995

Knezvich, Stephen J., Ed.

Administration in a Small Community School. Yearbook 1957. (Department of Rural Education).

National Education Association, Washington, D.C. Dept. of Rural Education.
Pub Date 57

Note—171p.; Out of print

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—*Administrative Problems, *Administrator Characteristics, Community Involvement, Educational Needs, *Educational Quality, *Leadership, Program Development, Role Conflict, Rural Areas, *Small Schools, Time Factors (Learning)

The basic realities which prompted the development and planning of this 1957 Yearbook (prepared by the Department of Rural Education, National Education Association) are: (1) there are and will always be a need for a large number of small schools; (2) the educational program of every small school can be greatly improved; (3) the extent to which needed improvements are actually realized will depend upon the leadership of small school administrators. The Yearbook emphasized the human rather than technical factors in small school administration, mentioning financing or budgetary practices only when they could contribute to a better understanding of the functions of the administrator, administrative relationships, or major trouble spots in small schools. To determine the unique problems which surround these administrative positions, more than 150 administrators in 20 States identified their major concerns. The most serious problem of every small community school is its inability to provide broad educational programs. Limited financial support, obsolete and poorly equipped school buildings, an inadequate provision of instructional tools and materials, and extreme difficulty in attracting and retaining competent teachers made the educational program not only limited in scope but poor in quality. (KM)

ED 093 536 RC 007 996

Miller, Hubert J.

Integration of Mexican-American Heritage into United States History.

Pub Date Aug 74

Note—13p.; Revision of paper read at the Southwestern Sociological Association Meeting, (San Antonio, Texas, March 30-April 1, 1972)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Course Content, *Ethnic Groups, Ethnic Studies, Fused Curriculum, *History Instruction, Immigrants, *Integrated Curriculum, *Mexican Americans, Revolution, *United States History

During the past decade, it has been made clear that educational structures and curricula must become responsive to student needs and aspirations. Many minority groups are calling for development of an educational system which includes the study of ethnic heritages and aspirations. The response has been the inauguration of black, Chicano, and American Indian studies. The growing acceptability of ethnic courses offers hope for future educational innovations in which the study of history will play an integral role. The content of U.S. history should include the many ethnic cultures which have become part of the democratic experience. In this paper, the Mexican American culture, which has contributed to the nation's historical development, is singled out. Emphasizing a content structure using three history modules, the paper also demonstrates how these can be incorporated in teaching U.S. history. The presentation methodology and material development are left to the teacher. The three modules are: (1) America and Europe Meet; (2) Independence Movements; and (3) Immigration. These areas demonstrate where the multicultural approach can be used in history study. (NQ)

ED 093 537 48 RC 007 997

The Cherokee Project. [Year 1 Report].

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*American Indians, Behavior Problems, *Demonstration Programs, Diagnostic Tests, Educational Diagnosis, *Exceptional Child Education, Federal Programs, Individual Characteristics, *Learning Disabilities, Parent Participation, *Program Evaluation
Identifiers—*Cherokee Project, Elementary Secondary Education Act Title VI, ESEA Title VI, North Carolina

The Cherokee Project, a model demonstration program for learning disabled children at Cherokee, North Carolina, began operations in 1973. Funded by the Bureau of Education for the Handicapped, Office of Education (DHEW), it is administered by the Bureau of Indian Affairs, Indian Education Resources Center (Albuquerque, New Mexico). This final report of the first year (1973-74) of the project discusses: the project's beginning; selection of target children; methods and materials used for screening and diagnoses; teacher and parent involvement; teaching methods and materials; behavior problems encountered; project evaluation; and suggestions for setting up a program for learning disabled children. The project evaluation found that: (1) 12 of the 32 target children made dramatic improvement in their learning problems; (2) 14 made reasonable and expected progress; and (3) 6 made no significant progress. Some suggestions are: (1) become familiar with the common characteristics of learning disabled children; (2) use the WISC or SIT for intelligence testing and observe children's performance as they take the test; and (3) work individually with the children and observe how they work as well as what they know or do. (NQ)

ED 093 538 RC 007 998

Evaluation of Student Rights and Responsibilities Programs. Research and Evaluation Report Series No. 25.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 73

Note—92p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*American Indians, Boarding Schools, Court Role, Discipline Policy, Federal Programs, Philosophy, School Law, *School Policy, *Secondary Schools, *Student Responsibility, *Student Rights

Identifiers—*Bureau of Indian Affairs Schools

Student rights encompass all specific rights which the courts recognize as being vested in students. These may be derived from applicable Federal, State, and/or local laws, including school regulations. On June 22, 1973, an ad hoc committee (50 percent American Indian) was convened in Albuquerque, New Mexico to review a special report form prepared for evaluating Indian student rights and responsibilities. The committee was concerned with the organization of these codes and their compliance with local, State, and Federal legal and technical requirements. The form was distributed to 33 Bureau of Indian Affairs (BIA) secondary schools and dormitories, 20 of which responded. This paper discusses the philosophical extent of student rights and the past and present status of rights and responsibilities in BIA and non-BIA schools. Some findings are: almost all schools have some type of written handbook or guide; 3/4 have some type of grievance procedure; and all but three apply the Interim Procedure for student expulsions. The appendices, which comprise the bulk of the document, give: references to BIA school management policies and disciplinary procedures; the constitution for BIA high schools operated within the Navajo area; the report form sent to the schools; a roster of the schools; information relative to the Phoenix Meeting on Student Rights and Responsibilities; and a bibliography of reports related to Indian student rights prepared within the past three years. (NQ)

ED 093 539 RC 007 999

Student Rights and Responsibilities. A Progress Report. Research and Evaluation Report Series No. 25-B.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Apr 74

Note—60p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*American Indians, Evaluation, *Federal Programs, *Guidelines, Legislation, School Policy, *Student Responsibility, *Student Rights, Student School Relationship Identifiers—*Bureau of Indian Affairs Schools

In recent years, the Bureau of Indian Affairs (BIA) has had to re-examine its position regarding the current legal status of youth attending school. Court actions, although still indecisive on this point, precede a new era of school-student relationships which the BIA's Office of Indian Education Programs holds will assure improved conditions for the total school community. The BIA commenced on a course which has led to the development of Student Rights and Responsibilities Regulatory Procedures. A strong foundation was designed to assess existing programs, court decisions, legal opinions, and Indian student and community viewpoints. Steps were taken to arrive at a Student Rights and Responsibilities Proposal with nationwide support. This document reports the BIA's progress in providing areas and local schools with Guidelines and legal support to establish Student Rights and Responsibilities Programs. It consists of background information on BIA student rights and responsibilities, memos to individuals or groups connected with the process, drafts of the proposed section to the Indian Affairs manual and the 25 CFR 35 for the Federal Register, and a pertinent section of Public Law 90-23 (Administrative Procedure Act). (NQ)

ED 093 540 RC 008 000

Tribal Directory, 1974. Arizona Commission of Indian Affairs.

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 74

Note—63p.; For related document, see ED 077 624

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*American Indians, *Annual Reports, *Directories, Education, Employment, Health, Laws, Maps, Organizations (Groups), Population Trends, Public Relations, *Reservations (Indian), *Tribes, Welfare

Identifiers—*Arizona, Bureau of Indian Affairs

The tribal directory of American Indians in Arizona was correct as of June 1974. It includes: (1) members of the Arizona Commission of Indian Affairs; (2) reservation populations (does not include nonreservation Indians); (3) an alphabetical listing of the 19 reservations, with their council members and committee chairmen; (4) Bureau of Indian Affairs (BIA) area offices; (5) State and Indian higher education institutions; (6) BIA and State employment agencies; (7) county and public health services; (8) police and legal groups; (9) press contacts both on and off reservation; (10) Arizona and BIA welfare services; (11) miscellaneous centers (arts and crafts, culture, newspapers) and 15 Indian associations. (KM)

ED 093 541 RC 008 001

Clark, Lionel
A Structural Guide for Appalachian History and Culture in American History.

Berea Coll., Ky.

Pub Date 73

Note—17p.; Best copy available

Available from—Berea College Appalachian Center, College Box 2336, Berea, Kentucky 40403 (\$1.50 plus \$0.25 handling and shipping)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*American History, Community Involvement, Continuous Learning, *Course Descriptions, *Cultural Background, Curriculum Development, Grade 11, *History Instruction, Modern History, *Rural Areas, Self Concept, Student Attitudes

Identifiers—*Appalachia

The document discusses making Appalachian history, especially north Georgia, an integral part of American history in grade 11. Course objectives are to: (1) present current historical and cultural facts on Appalachia; (2) encourage students to explore and examine their cultural background; (3) understand the causative and sequential relationships between the past and present; (4) try to develop concern for the dignity, welfare, rights, and freedom of all individuals;

(5) instill in each individual his worth to the community, state, and nation; and (6) put Appalachian culture on an equal footing with other American cultures. The document also explains attitudes to be acquired by the students; skills to be learned; content guide; problems to be solved; resource persons; individual projects, excursions or field trips; audiovisual aids; procedures for bringing in outside resources and taking students through the community; and evaluation procedures. The chronologically designed American history course outline is loosely constructed to allow insertion of materials developed through continuing research on Appalachia. A bibliography includes publications on the history of the area, literature, cultural background, folklore, and journal articles. (KM)

ED 093 542 24 RC 008 002

Robinson, Graydon, Ed.

Rural Community Resources as a Guidance Tool: An Action Plan.

Maine Univ., Farmington.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date 73

Note—111p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Career Education, *Community Involvement, Counselor Training, Educational Finance, Federal Aid, Guidance Services, Interviews, *Occupational Guidance, *Program Development, Public Support, Reports, Resources, Rural Areas, *Small Schools

Identifiers—Bingham Project, *Community Centered School Support Program, Elementary and Secondary Education Act Title I, ESEA Title I

The Community Centered School Support Program, also known as the Bingham Project, is not a new idea but rather a more structured application of an old concept. The plan assists small rural schools with inadequate guidance funds to establish a career information program at a minimum cost using the community, a heretofore untapped resource. The objectives of this 1970 Title I Elementary and Secondary Education Act program are to: convince the school and community that they should provide, in their planning and budgets, for guidance services; foster better school-community relationships; emphasize the importance of career information for education and life planning; provide significant guidance services to the noncollege student; train teacher-counselors for the guidance role; and train the school's personnel toward independent operation of this community-school support program after Federal funding is terminated. The report/guideline summary assists persons who might be interested in establishing such a program giving: a project description, procedures (including the teacher-student interview program, career representatives, career information sources and classification, a career card file system, career type interviews, films, and the committee structure); and personal and financial requirements. News release samples, miscellaneous forms, an equipment inventory, and sources of career information are also listed. (KM)

ED 093 543 RC 008 003

St. John, Edward

Flight of Unemployed Single Farm Workers: The Response of the University to a Social Problem Through In-culture Research. Research Monograph No. 14.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date 74

Note—66p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Agricultural Laborers, Alcoholism, Community Development, Community Surveys, Cultural Factors, Human Services, Labor Market, *Males, *Marital Status, Migrants, Program Development, *Research Methodology, Self Directed Groups, Subculture, *Unemployed, University Extension

Identifiers—*California, Sacramento, Stockton

Between May 1969 and October 1973, the University of California, Davis, was involved in a series of research and service projects designed to better the condition of single-male farmworkers in Stockton and Sacramento. These communities,

known locally as skid row, were destroyed as a result of urban renewal. The projects were separated into 2 phases: 1) the development of service and research methods in the Sacramento Skid Row community, and 2) the application of these methods to the Stockton Skid Row community. In Phase I, university efforts focused on employment and training opportunities, community development, service projects, and in-culture research. Project developments during Phase II were: in-culture research, community development, services needed for survival, and casual labor market assessment. The in-culture research method operates on the philosophy that the persons who participate in a culture or subculture are a valuable information source on their needs and lifestyles. A research team from within the group collected data by a questionnaire composed of questions from the group and interviews. This monograph emphasizes the process in which the single-men projects were developed, briefly describing the projects and discussing research results and implications of the process for future researchers. Findings indicate that members of the single-male subculture can be organized into self-help groups and that the in-culture research approach works. (NQ)

ED 093 544 RC 008 004

Broady, Knute O. Broady, Lois P.

Administration of Small Twelve-Grade Schools.

Nebraska Univ., Lincoln.

Pub Date 74

Note—195p.

Available from—Dr. K. O. Broady, Nebraska Hall 334, University of Nebraska, Lincoln, Nebraska 68508 (\$3.50)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Adult Education, Developing Nations, *Developmental Programs, *Educational Administration, *Educational Opportunities, Elementary Schools, Guidance Services, Health Education, High Schools, Human Services, Needs, Physical Education, *Rural Areas, School Personnel, *Small Schools

Realizing that small schools in the U.S. will continue in large numbers, this publication was written for American educators seeking to advance the science of small school administration, although it is also hoped that it will assist foreign educators seeking to improve their national system of schools. The small school was not considered as operating under a handicap; rather, these procedures to make educational opportunities available were devised primarily for the small school and operate effectively in that setting. The 12 chapters cover: (1) the role of the small 12-grade school in American education; (2) the small 12-grade school and its community; (3) the elementary school; (4) effective procedures for small high schools; (5) health education and services; (6) audiovisual aids; (7) physical education and playground activities; (8) guidance services; (9) adult education; (10) the faculty and the educational program; (11) the small school plant; and (12) some alternatives in administrative and service units. Chapter 12 briefly presents a sampling of plans for intermediate districts that are responsible for specialized services, demonstrating that standardization with respect to district organization does not exist nor should it. (KM)

ED 093 545 RC 008 005

Bigari, Robert J.

Social Change in Montana. Montana Economic Study-Staff Study.

Montana Univ., Missoula. Bureau of Business and Economic Research.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Montana State Dept. of Planning and Economic Development, Helena.

Report No.—Montana-P-31

Pub Date Jun 70

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Community Control, *Community Surveys, *Economic Development, Industrialization, Political Attitudes, *Rural Population, *Social Change, Tables (Data), *Technological Advancement

Identifiers—*Montana

An interrelationship exists between economic development and social change in Montana. The community's social life is affected by outside in-

tervention or investment in the local economy, industrialization in the community, and technological changes in agriculture. The basic developments affecting these areas of social change are discussed in the three sections of this publication, which are: (1) Some Effects of Industrialization on Social Life in the Community; (2) Effects of Industrialization on Community Autonomy; and (3) Social Effects of Technological Change in Agriculture. Section 1 explores general social effects resulting from development, using studies of social change in communities outside the State and relating the results to Montana. Local autonomy as affected by industrialization and its effect on social change is discussed in section 2. Data on the ratio of active proprietors of unincorporated business to the number of establishments are given in tabular form. Section 3 reviews the effects of technological changes and the social and political ideals of Montana's rural population. (NQ)

ED 093 546

RC 008 006

Bisart, Robert J.

Social Organization in Montana. Montana Economic Study-Staff Study.

Montana Univ., Missoula. Bureau of Business and Economic Research.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Montana State Dept. of Planning and Economic Development, Helena.

Report No.—Montana-P-31

Pub Date Jun 70

Note—85p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Community Services, *Economic Development, Family Income, Life Style, Physical Environment, Pollution, *Religious Cultural Groups, *Rural Population, *Rural Urban Differences, *Social Structure, Suburban Environment, Tax Rates

Identifiers—*Montana

The four papers in this publication discuss Montana's social structure as it relates to culture, income, urbanism, and communal religious communities. "Montana Social Structure and Culture" includes rural and suburban life styles; the history of rural community organization; rural-small town communities; urban physical conditions; developments in urban social structure; and the implications for Montana's social structure. "Social Characteristics Reflected in Income Distribution Within Montana" discusses the State's six economic regions and income distribution by county. Tables give the percentage distribution of family income by region and county in 1959. In "Urbanism and Montana Cities", the State's cities are tested for differences in social structure between them and large urban centers such as Chicago or New York City. Distribution of family income for 1959 is presented in tabular form. Topics covered in "Communal Religious Communities in Montana" are the Montana Hutterites (a Mennonite group), colony life, nonnational behavior by religious communities, and the effects of these colonies on State economic growth. A 1964 listing of Hutterite colonies in Montana is given. (NQ)

ED 093 547

RC 008 007

Indians in Montana. Montana Economic Study-Staff Study.

Montana Univ., Missoula. Bureau of Business and Economic Research.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Montana State Dept. of Planning and Economic Development, Helena.

Report No.—Montana-P-31

Pub Date Jun 70

Note—57p.; For related document, see RC 008 008

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Achievement, *Acculturation, *American Indians, Attitudes, *Census Figures, Cultural Traits, *Economic Disadvantage, Family Income, *Industrialization, Reservations (Indian), Tables (Data)

Identifiers—*Montana

The three papers in this publication discuss American Indians in Montana. "Indian Poverty in Montana: Findings of the 1960 Census" examines data pertaining to the Indians' economic background. Income data, derived from 25 per-

cent of the population, reports income received in 1959 from: (1) wages, salaries, commissions, and tips; (2) "own business, professional practice, partnership or farm"; and (3) social security, pensions, veterans' payments, rent (minus expenses), interest and dividends, unemployment insurance, welfare payments, and "any other sources." The assimilation of American Indians into the larger white American society is discussed in "American Indians in the Melting Pot." "Indian Culture and Industrialization" covers Indian cultural traits, the Western factory system and some changes in the factory organization, and implications for factories employing Indian labor. The Yankton Plant (electronics) on the Yankton Sioux Reservation in South Dakota is an example of a successful factory which incorporates some of these changes. (NQ)

ED 093 548

RC 008 008

Bisart, Robert J.

Indian Culture and Industrialization.

Pub Date 70

Note—16p.; For related document, see RC 008 007

Available from—Not available separately, see RC 008 007

Document Not Available from EDRS.

Descriptors—*American Indians, Attitudes, Change Strategies, Cultural Context, *Cultural Traits, Culture Conflict, *Industrialization, Organization, Relationship, *Reservations (Indian), Social Structure, *Technological Advancement

Since factories were developed by and for Western culture, those on American Indian reservations need to be adjusted to a nonwestern social and cultural milieu. Among Indian cultural traits which differ from Western culture are independence, nature of authority, attitude toward property and nature, competition, rewards system, and sense of time. These differences have been found to be common among North American Indians generally, except possibly in the Northwest Coast cultural region. These cultural conflicts suggest that certain types of changes which could be made in the Western factory system need to be considered. Such changes would be: (1) determining the kind of factories which would allow the most satisfying types of work, (2) ownership of reservation factories, and (3) the relationship of the worker to the plant. The electronics plant on the Yankton Sioux Reservation in South Dakota is a successful factory which has incorporated some of these. (NQ)

ED 093 549

RC 008 009

Holland, David Lee

Determinant Factors and Predictability of Occupation and Residence Patterns for Rural American High School Graduates.

Pub Date 72

Note—66p.; Master's Thesis; University of Washington, Pullman

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Anglo Americans, Blue Collar Occupations, Farmers, Females, High School Graduates, Housewives, Males, Marital Status, *Occupational Surveys, *Predictive Validity, *Residential Patterns, *Rural Areas, *Sex Role Identifiers—*Minnesota

The study examined the hypothesis that occupation and residence patterns present after high school graduation are generally predictable. The data come from a homogeneous, all white central Minnesota farming community with a 1961 population of 3,300. The study population is the 1961 high school graduating class, who were surveyed by questionnaire 10 years later. The 101 returns investigated 1971 occupations, place of residence, marital and family status, and spouse's occupation. Since the data represent the author's own graduating class, both an "outsider's" and "insider's" interpretation are used. The analysis differentiated between men and women because societal pressures, restrictions, and expectations channel the sexes in different directions. Also, high school activities tended to enforce sex related roles, such as in athletics, which is an exclusive male endeavor, while the female supports and encourages such functions. The study concluded that, as a group, this class had more females than males, and over half grew up on a farm. Over 50 percent of the women were housewives; the rest were in professions commonly associated with their sex. Likewise, the

majority of the men were blue collar workers, conforming to established patterns. For residence a definite preference for the familiar area was displayed—3/4 of the graduates remained in Minnesota, although only 21 resided in their hometown. In general, persons sampled were behaving in a proper, acceptable manner as defined by middle class America, thus supporting the roles learned in their formative years. (KM)

ED 093 550

RC 008 010

Crawe, Keith J.

A History of the Original Peoples of Northern Canada.

Pub Date 74

Note—226p.

Available from—McGill-Queen's University Press, 3458 Redpath Street, Montreal 109, Quebec, Canada (\$4.00)

Document Not Available from EDRS.

Descriptors—Adult Leaders, *American History, *American Indians, Cultural Background, Developing Nations, Economic Development, *Eskimos, Forestry Occupations, *Human Development, Life Style, Natural Resources, Self Concept, Sociocultural Patterns, *Tribes, Western Civilization

Identifiers—*Northern Canada

The document was prepared pursuant to the Man in the North Conference (Inuvik, November 1970), where northern Indian participants identified a history of the native peoples of Canada as a most important priority. Since existing books on Canadian history are essentially European in nature, this classroom text endeavored to provide a history of the Indian and Inuit peoples from a native standpoint. Following these peoples from prehistoric times to the emergence of the three great hunting groups—the Algonkian, Athapaskan, and Inuit—the history describes their life styles and characteristics, which form an intrinsic part of native culture today. Particular attention is given to: fur trade, its effects, and the emergence of the Metis people; to the various Indian tribes and some of their outstanding leaders; great changes which trading and whaling brought to the Arctic and the Inuits who lived there; Yukon Indians and the Gold Rush; the coming of Christianity; and the effect of government on the peoples and their way of life. Additionally describing how these native peoples have now grasped political power, the publication provides a survey of current Indian, Inuit, and Metis leaders. The appendixes give by location, associations, that serve northern native people and supplementary readings. (KM)

ED 093 551

RC 008 011

Bacon, Lloyd

Family Formation and Dissolution Patterns: Rural-Urban Differences.

Spons Agency—Department of Agriculture, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No.—12-17-04-6-174; 12-17-09-2-472

Pub Date 73

Note—14p.; Paper presented at the annual meetings of the Rural Sociological Society, Baltimore, Md., 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Caucasians, Family Life, Females, *Marital Instability, *Migration Patterns, Negroes, *Pregnancy, Probability, *Racial Factors, Relationship, *Rural Urban Differences

Patterns of relationships among the variables of pregnancy status at marriage, marital dissolution probabilities, residence and migration status, and race were ascertained. The data source was the 1967 Survey of Economic Opportunity, a large national probability sample expanded to U.S. population parameters. Relationships among these variables were rather different for rural to urban migrants than for either the rural population of origin or the urban host population, generally exceeding these 2 populations for marital dissolution probabilities. Tentative explanations were offered for: (1) the lower probability of marital instability among rural women; (2) the finding that, although among women who marry very young (under 18), those premaritally pregnant have more stable marriages than their conventional counterparts, the probabilities of marital dissolution tend to decrease as age at marriage increases; and (3) the striking differences in marital formation and dissolution patterns between Negro and white women (i.e.,

urban white women had slightly higher proportions with conventional family patterns while rural white women had the smallest percentage postmaritally pregnant; exactly the opposite held for Negro women). (Author/KM)

ED 093 552 RC 008 012
Crickard, Betty P.

A Study of Cultural Values Influencing Educational Programming in West Virginia.

Pub Date 74

Note—119p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Affective Behavior, *Cultural Factors, Extension Agents, *Extension Education, Program Effectiveness, *Rural Education, Rural Extension, Sensitivity Training, *Social Values, Sociocultural Patterns, State Surveys
Identifiers—*Appalachia, West Virginia

Recognizing the persistence of the cultural underlay permeating West Virginia life styles today, the research covered three areas: (1) cultural values identified with Appalachian culture endorsed by West Virginia Extension Agents and reflected in their work; (2) cultural values that reflect a distinctive Appalachian subculture, and (3) to what extent the endorsement of these values is associated with effectiveness in extension work. The reflection and endorsement of nine selected Appalachian cultural values (familism, love of home place, neighborliness, individualism, personalism, modesty, sense of humor, religion, and traditionalism) in educational programming of extension agents in West Virginia (an Appalachian State); North Dakota (a rural State); and New Jersey (an urban State) were discussed. Data were obtained from the total field agent population in the three States. Comparison of means, frequencies, and percentages of response to the instrument were utilized for analysis of differences between States and groups within States. The study concluded that: (1) West Virginia agents were sensitive to and endorsed Appalachian cultural values, especially the individualism cluster; (2) differences in the endorsement of cultural values among the three States' agents indicated the continued existence of an Appalachian subculture; and (3) a substantial relationship was found among age, tenure, and effectiveness of West Virginia agents—the older and more experienced agents were more sensitive. (KM)

ED 093 553 RC 008 013

Axinn, George H.

Function and Dysfunction in Education for Rural Development. An International Survey.

Pub Date 20 Aug 74

Note—23p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, Agricultural Education, Career Education, Change Agents, Dropouts, *Educational Innovation, *Educational Objectives, Growth Patterns, Human Development, *Rural Development, *Rural Education

Formal education is a set of learning experiences which are intentionally organized by teachers and learners. Since humanity institutionalizes its organized activity, formal education becomes institutionalized. As the human environment changes over time, to the extent that learning is preparation for living, it too must change. The alternative is to become obsolete and dysfunctional. Formal education becomes organized into grades or steps, each usually the preparation for the next, but most learners do not move through the whole series of steps. Thus, they find the programs of the early stages less than optimal for their particular life preparation. Using data from Indonesia, Nepal, Nigeria, Ethiopia, and similar countries, an alternative system is suggested in which each level is fundamentally preparing for some kind of useful work, possibly a lifelong career—those who succeed in that kind of career may go on to the next level. The door is open for a few to go on directly. It is argued that the "direct door" should not be open as it offers an elitist escape from social responsibility. (Author/NO)

ED 093 554

Patton, Michael Quinn

Parent Reaction to Educational Innovation in North Dakota: A Theoretical Perspective and an Empirical Assessment.

Pub Date 25 Aug 74

Note—30p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, *Educational Innovation, Multiple Regression Analysis, *Open Education, *Parent Participation, *Parent Reaction, *Rural Population, Student Attitudes, Student Behavior
Identifiers—*North Dakota

Parental reaction to open education in North Dakota was studied. The hypotheses predicted that there would be less parental acceptance of and support for the open classroom according to: the greater the classroom openness; the less the parents' cosmopolitanism, the smaller the town population, the older the parents, the lower the informational level about the innovation, the less parental involvement with and experience in open classrooms, the less the degree children are perceived as being happy with school; the less parents perceive their children as progressing in school, and the greater the perceived home discipline problems. Data were based on interviews with 276 parents with children in open classrooms during the 1971-72 school year in 16 communities. Interviews obtained data on the parents' (1) factual knowledge about the classroom, (2) reactions to the classrooms attitudinally; (3) perceptions of how the classroom may have affected their child's home behavior, (4) information about and perceptions of open education and the children, and (5) personal information. Both closed, multiple choice items and short-answer, open-ended questions were used. Results of a stepwise multiple regression analysis were presented, with preference for more detailed, nonparametric statistical analyses. Findings indicated that the child's perceived progress, town size, child's comparative enthusiasm for school, parent observed classroom, parent classroom participation, and changes in home discipline problems were first on the stepwise process. (Author/NO)

ED 093 555

Boyd, Virlyn A.

Changes in Occupational Aspirations of South Carolina High School Students, 1967-1973.

Pub Date 25 Aug 74

Note—20p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Anglo Americans, *Grade 10, *High School Students, Negroes, *Occupational Aspiration, Occupational Clusters, *Racial Characteristics, *Sex (Characteristics)
Identifiers—*South Carolina

Changes in occupational aspirations of South Carolina high school students between 1966-67 and 1972-73 were examined by race and sex. Data were collected as a part of a regional research project involving several Southern States. During 1966-67, all 10th grade students in 42 randomly selected high schools stratified by students' race and size of the 10th grade in 1965-66 were interviewed. Group interviews (either in one group or during English classes) were used, with procedures varying according to physical facilities and school administrators' wishes. During 1972-73, schools were selected from the original sample which would give the best representation of the original. It was found that: (1) aspirations to professional occupations decreased from 43.9 percent in 1967 to 32.2 percent in 1973 among black boys; (2) aspirations to "glamour" occupations increased from 7.9 percent to 18.0 percent among black boys and from 5.9 percent to 18.4 percent among black girls; (3) black and white girls aspiring to high status jobs increased when occupational aspirations were categorized into high (professional and glamour), intermediate (managerial clerical and sales, and skilled), and low (operatives and unskilled); (4) expectation of low status jobs increased among black boys and decreased among white girls; and (5) slight changes were noted in

RC 008 014

the low level of intensity of job aspirations by all groups, but the number indicating low rankings was very low in all categories. (NO)

ED 093 556

Lever, Michael F.

Occupational Projections of East Texas Youth: Changes Between 1966 and 1972.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(CSRS)-S-81

Pub Date 25 Aug 74

Note—29p.; Paper presented at the annual meetings of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Anglo Americans, *Changing Attitudes, Employment Opportunities, Females, Grade 10, *High School Students, Low Income Groups, Males, Negroes, *Occupational Aspiration, Racial Factors, Residence Requirements, *Rural Youth, Self Concept, Sex Role, Tables (Data), *Work Life Expectancy
Identifiers—*East Texas

The analysis determined the extent to which 1972 occupational projections have changed from 1966 for high school sophomores, investigating patterns as they related to race, sex, and residence. The samples consisted of all sophomores in the high schools of 3 nonmetropolitan low income counties in East Texas (Burleson, Leon, and San Jacinto). Chi square tests of difference estimated statistically significant changes. The 20 tables give percentage results, both by race and sex, and by race and residence, for changes in occupational aspirations and aspiration levels, occupational expectations and expectation levels, intensity of occupational aspiration and level of intensity, certainty of occupational expectations, and residence and occupational projections. The investigation concluded that, for most categories, there was considerable stability between 1966 and 1972. (KM)

ED 093 557

Howell, Robert E.

Improving Rural Leadership Potential in Public Affairs.

Pub Date 24 Aug 74

Note—33p.; Paper prepared for the Annual Meeting of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Change Agents, *Community Leaders, *Futures (of Society), Industrialization, *Leadership Training, Politics, Problem Solving, Program Descriptions, *Public Affairs Education, *Rural Population, Rural Urban Differences, Socioeconomic Influences

In most of the United States, rural areas are experiencing economic and social changes that raise new policy questions for both government and private organizations. Often, these changes have industrial or urban roots and require knowledge and skills not part of the background of most rural people, with the likely outcome that farmers and other rural citizens will not be as effective as they might be in guiding future developments. To be most effective, rural leaders need a basic understanding of the methods whereby public problems can be solved through group action. Recognizing this, the College of Agriculture, Pennsylvania State University, designed and implemented a special adult education program focusing on public affairs leadership development. The 5-year program began in fall 1970. Designed for training potential leaders 20-40 years of age, the program offers an integrated sequence of workshops, travel seminars, and home study, which include: public policy from a broad perspective; economic, political and social changes that affect public planning; leadership in group action; alternative solutions to rural problems; and national and international issues. Emphasis was placed on sharpening the ability to analyze public problems and communicate with others, rather than on laying down arbitrary guidelines. Suggestions for program evaluation and future research needs are also given. (KM)

ED 093 558

Jongeward, Ray E.

Involving Rural People in Rural Education.

Pub Date 25 Aug 74

RC 008 018

Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Canada, August 1974).

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Boards of Education, Change Agents, *Community Involvement, Decision Making, *Educational Change, *Educational Responsibility, Futures (of Society), Models, Parent Participation, Program Development, Relevance (Education), *Rural Education, *School Community Relationship, Urban Education

In 1642, the Massachusetts General Court required parents to attend to the education of their children. Since then, the visions of the early colonists have fallen victim to rapid population expansion and a highly specialized technology, and the close ties between the school and the community have been seriously weakened. Recent reports, however, have called for new links to be built between the schools and the communities they serve. Though these reports were aimed at large urban centers, they are equally important for rural schools and communities. The basic premise of this paper is that educational change that requires citizens' understanding and support; parent cooperation; or new roles or relationships for students, teachers, administrators, school boards, or parents must begin with and use a process that involves all such users in selecting, implementing, and evaluating that change. Examining barriers to citizen involvement, the paper concludes that many rural citizens feel left out of their local school decision making processes and that a new promising approach of involving citizens exists. Finally, the paper suggests that a new support mechanism be made that will make available a planned change model for interested school districts, regional service agencies, and State Departments of Education. (KM)

ED 093 559 RC 008 019
Mech, Joyce, Ed.

Proceedings: Indian Education Conference 1974 (15th, Arizona State University, Tempe, Arizona, 1974). Educational Services Bulletin No. 49.

Arizona State Univ., Tempe. Coll. of Education. Spous Agency—Arizona State Univ., Tempe. Bureau of Educational Research and Services; Arizona State Univ., Tempe. Indian Education Center.

Pub Date May 74
Note—83p.; For related documents, see RC008020-022

Available from—Arizona State University, Bureau of Educational Research and Services, Tempe, Ariz. 85281 (Educational Services Bulletin No. 49)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*American Indians, Childrens Literature, *Conference Reports, Cultural Differences, *Educational Programs, *Educational Resources, Evaluation, Federal Legislation, Librarians, Library Education, *Reservations (Indian), Resource Materials, Services, State Programs, Workshops

Identifiers—Arizona

The 15th Annual Indian Education Conference, sponsored by the Center for Indian Education and the Library Training Institute for American Indians at Arizona State University had as its 1974 theme "Learning Resources for Indian Education". The workshops attempted to inform the participants of educational opportunities for Indian children and their elders. This publication, taken from workshop recordings, presents the exchange of various viewpoints, approaches, and suggested solutions by the participants. In some instances, participants' comments did not record properly and were therefore deleted or reworded; in others, some concepts were summarized, attempting to retain the style of the speaker. Nonshops covered are: Evaluating Resources for Indian Education; Indian Education Act (Title IV); Strengthening Navajo Education; Arizona Reservation Educational Programs; Locally Produced Materials for Indian Education; Indian Education Programs at the State Level; Training Programs for Library Media Specialists; Literature That Transcends Cultural Differences; and Arizona State University Student Services. The keynote address, "Preparing Indian Youth for Success in School", is also given. (NQ)

ED 093 560 RC 008 020

Leonard, Terrance Havatone, Earl
Indian Education Programs at the State Level.

Pub Date May 74
Note—18p.; For related documents, see RC008019; RC008021-022

Available from—Not available separately, see RC008019

Document Not Available from EDRS.

Descriptors—Administrative Agencies, *American Indians, Community Involvement, Conference Reports, *Educational Programs, Educational Resources, *Federal Aid, Financial Support, Futures (of Society), *Reservations (Indian), *State Programs, Workshops

Identifiers—Arizona, Johnson O Malley Act

The Arizona Division of Indian Education, Department of Education, was established in 1939. It is responsible for providing administrative services and capital assistance to State public school districts, Indian tribes, and tribal education committees under Title IV and Johnson-O'Malley Act (JOM). The funds, distributed by district needs for basic support, go under a general funding district; each district must justify its need. During the 15th Annual Indian Education Conference at Arizona State University, representatives of the Division of Indian Education (Department of Public Instruction) discussed: (1) the goals of the Division of Indian Education; (2) hoped for changes in JOM; (3) clarification of Title IV funding; and (4) the drive for increased Indian community involvement in the education of their children. (NQ)

ED 093 561 RC 008 021

Higgins, Norman C. And Others
Training Programs for Library Media Specialists.

Pub Date May 74
Note—9p.; For related document, see RC008019-020; RC008022

Available from—Not available separately, see RC008019

Document Not Available from EDRS.

Descriptors—*American Indians, Community Services, *Educational Programs, Higher Education, *Librarians, *Library Programs, Library Services, Media Specialists, *Paraprofessional School Personnel, Professional Training, Reservations (Indian)

Identifiers—Arizona, New Mexico

During the 15th Annual Indian Education Conference held at Arizona State University, the workshops were aimed at informing the participants of educational opportunities for American Indian children and their elders. Taken from the workshop recordings on training programs for library media specialists, this paper examines new library programs in New Mexico and Arizona. The discussion centers on the objectives of these programs to: (1) create more libraries in Indian communities; (2) improve existing libraries; (3) better serve the needs of the people; and (4) train and staff such libraries with trained Indians. (NQ)

ED 093 562 RC 008 022

Dunkley, Grace And Others
Literature that Transcends Cultural Differences.

Pub Date May 74
Note—8p.; For related documents, see RC008019-021

Available from—Not available separately, see RC008019

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, *American Indians, *Childrens Literature, *Community Involvement, Cultural Exchange, Curriculum Development, Ethical Values, Group Norms, *Literature Reviews, Multicultural Textbooks, Reservations (Indian), Values, Workshops

Identifiers—*Navajos

The goal of the Navajo people is to have more voice in the curriculum development in their own communities. Interest is in values based on nature and human understanding rather than control, competition, and materialism. Taken from the workshop recordings of the 15th Annual Indian Education Conference, this discussion centers on literature which transcends cultural differences. The participants discuss the views of school board members on the Navajo Reservation regarding the books and materials used with Indian children in their boarding schools. Several examples of children's and adolescents' literature, suitable for all young readers regardless of cultural background, are reviewed. (NQ)

ED 093 563 RC 008 023

Schwarzweiller, Harry K.
Scholastic Performance and the Structuring of Ambition: A Comparative Study.

Pub Date 25 Aug 74
Note—37p.; Paper presented at the annual meetings of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, *Academic Aspiration, Area Studies, *Comparative Analysis, Foreign Countries, Grade Point Average, National Norms, Parent Role, Residence Requirements, *Rural Areas, Secondary School Students, Sex Discrimination, *Social Discrimination

Identifiers—Germany, Norway, United States

This conceptual educational framework considers: (1) the idiosyncracies of national educational structures in Germany, Norway, and the United States in regions which represent a wide range of rural socioeconomic circumstances, and (2) scholastic rank as a determinant of ambition and as a sorting-out mechanism. Social inequalities resulting from discriminatory patterns based upon sex, social class, and place of residence were explored. The U.S. case focused on high school seniors and their plans for college; the German phase dealt with "Volksschule" (elementary) students and their plans for further schooling, and secondary school students and their plans to attain the "Abitur" (university preparation). The Norwegian phase dealt with "ungdomsskole" (comprehensive intermediate) pupils and their plans to enter the gymnas (secondary), and gymnas students and their plans to go on to the university. Scholastic performance level, the independent variable, was measured by cumulative grade average. U.S. schools consistently and to a marked degree ranked girls over boys. In the Norwegian and German schools, although this sex discrimination pattern also existed, it was of far lesser magnitude. Social class origin manifested a strong effect in the U.S. and Norwegian cases, but was insignificant in Germany. It was concluded that sex biasing is more evident in the U.S. case, with girls being favored within the secondary school, and boys gaining a considerable advantage at the point of transition to higher education. (KM)

ED 093 564 RC 008 025

Fulton, Philip N.
Status Attainment Through Marriage: The Experience of Rural Women.

Pub Date 5 Aug 74
Note—23p.; Paper presented at the annual meetings of the Rural Sociological Society, Montreal, Canada, August 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adolescents, Aspiration, *Economic Opportunities, Equal Opportunities (Jobs), Family Life, Individual Development, *Marriage, Promotion (Occupational), *Rural Population, Rural Urban Differences, Sex Discrimination, Social Mobility, *Socioeconomic Status

The literature suggested that marriage provides alternative occupational achievement for women who opt by choice or by circumstance to attain socioeconomic position through their husbands' occupations, and that an advantageous social contact setting is crucial for access to promising mates so that a woman's personal attributes can be beneficial for marriage mobility. This study examined the experience of 34 women from a typically rural area (characterized by overall depression and a strong outmigration by the youth of the areas) to understand why, faced with limited opportunities, some achieved advancement through marriage while others remained nonmobile. The present study concerns a cohort of 134 females, first studied in 1957, who married during the post high school decade. It was found that women who met their husbands after moving to an urban social context were more likely to be mobile than women who met their husbands in a rural setting. When personal attributes were considered, it was found that most women who met their spouses in an urban setting achieved status advancement through marriage irrespective of personal characteristics. In contrast, positive personal attributes were strongly related to an advantageous marriage among the women who met their husbands in a rural context. The only per-

sonal attribute that appeared to relate strongly to marriage mobility was intelligence. (KM)

ED 093 565 RC 008 026
Stokes, C. Shannon Willits, Fern K.

A Preliminary Analysis of Factors Related to Sex-Role Ideology Among Rural-Origin Females.
Pub Date 25 Aug 74

Note—21p.; Paper presented at the annual meetings of the Rural Sociological Society (Montreal, Canada, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Age, *Attitudes, Education, Employment, *Females, Feminism, Marital Status, *Rural Population, *Sex Role, *Sex Stereotypes, Tables (Data), Urban Population

The sex-role attitudes of 910 once-married females, aged 40-44, were examined to ascertain their support for traditional as opposed to modern sex-role orientations. In addition, 5 variables (education, employment status, residence, age at marriage, and number of children) hypothesized to influence these attitudes were tested by analysis of variance for the statistical significance of the observed relationships. The subjects had participated in a 25 year longitudinal study of a cohort of people from nonmetropolitan areas in Pennsylvania. Data for the present study were obtained in 1971 by personal interviews and self-administered questionnaires. The 2 categories of items were: 1) attitudes toward work and employment; and 2) aspects of sex-role stereotyping. Findings show little support for either traditional sex-role attitudes or for the modern, egalitarian model. Instead, there was considerable ambivalence and ambiguity in these women's sex-role attitudes. Education was clearly the most important correlate of modern sex-role attitudes. Similarly, employed women and urban women had more modern attitudes than unemployed and rural women, although the effects of these variables were somewhat less than that of education. The 2 indicators of role-traditional living, age at marriage, and number of children, were largely unrelated to attitudinal dimensions. Findings are in tabular form. (Author/NQ)

ED 093 566 RC 008 029
Ohlendorf, George W. Smith, Kevin B.

Occupational Projections of Rural Louisiana Youth: A Historical Comparison.

Spons Agency—Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Report No.—LAES-1231; USDA(CSRs)-S-81
Pub Date 25 Aug 74

Note—23p.; Paper presented at the annual meetings of the Rural Sociological Society, Montreal, Canada, August 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Anglo Americans, Area Studies, *Comparative Analysis, Females, *High School Students, Historical Reviews, Males, Negroes, *Occupational Aspiration, *Rural Youth, School Integration, Socioeconomic Background, *Tables (Data)
Identifiers—*Louisiana

The paper examined changes in occupational projections among rural Louisiana high school youths between 1968 and 1972. The research design obtained a representative sample of these youths through a proportionate, stratified, random cluster sampling technique. The 1968 procedures were: (1) the State was stratified into 4 geographical areas which represented its different economic and social groups; (2) within each area, between 4 and 6 schools were randomly selected from nonmetropolitan parishes to obtain black and white student representative of the nonmetropolitan State enrollment; and (3) senior students were the respondents. In 1972, due to integration practices, only schools whose racial groupings could correspond to the 1968 schools were sampled. The initial sample consisted of 217 black and 325 white respondents; the 1972 sample included 141 black and 312 white respondents. The approximately 20 tables give percentage rates for changes, both by sex and race, and by residency and race, for such things as occupational aspirations, aspiration levels, intensity of aspirations, occupational expectations, and a working table gives frequency distributions of occupational orientations. (KM)

ED 093 567 RC 008 030
Proceedings of a Conference on Early Childhood Education for American Indians (University of New Mexico, Albuquerque, N. Mexico, March 5-7, 1968).

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 22 May 68
Note—108p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*American Indians, Anthropology, Community Role, *Comprehensive Programs, *Conference Reports, Curriculum Development, *Early Childhood Education, Federal Programs, Futures (of Society), Health Services, Parent Role, Program Development, Social Services, *Speeches
Identifiers—*Early Childhood Education Week, New Mexico

The Conference on Early Childhood Education was held during Early Childhood Education Week (March 1968) in Albuquerque, New Mexico. Conference participants included Bureau of Indian Affairs' (BIA) school personnel responsible for the establishment and coordination of proposed BIA kindergartens, representatives of National, public, and voluntary organizations and agencies, colleges and universities, State Departments of Education, and other school and community representatives who are concerned and involved in Indian education. The conference provided an opportunity for participants to consider, explore, and exchange ideas about the objectives and factors involved in planning, establishing, and implementing comprehensive early childhood education programs and to give participants the opportunity for continued dialogues to help assure the development of these programs. The conference report presents speeches, discussions, and question and answer periods considering early childhood education from the perspective of: the conference objectives; anthropology; the structure of the learning process; a staff development program using a college, teachers, aides, administrators, and program assistants; health and nutrition; social services; parent and community roles; curriculum development; and the next steps for BIA implementation. Symposium chairmen and discussion coordinators are listed in the front of the publication; speakers are listed by section. (KM)

SE

ED 093 568 SE 013 810
Berzofsky, Max

A Study of Patterns of Perception and Explanation Exhibited by Children in Grades 3, 6, and 9 When Classifying Pictures Representing Five Biological Levels of Organization.

Pub Date 70

Note—243p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7398, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Biology, *Cognitive Development, Doctoral Theses, *Educational Research, Elementary School Science, Elementary School Students, *Perception, *Science Education, Secondary School Students
Identifiers—*Research Reports

Reported is a study designed to investigate three cognitive style dimensions exhibited by third-, sixth-, and ninth-grade children as they viewed, categorized, and organized biological phenomena. Subproblems were related to the effects of the independent variables of grade, sex, and IQ on these cognitive style dimensions. A stratified random sample of 54 children was selected from a total population of all third-, sixth-, and ninth-grade students in a school system serving a suburban middle to high income population. Students were asked to make 15 matches of pictures chosen to represent five biological levels of organization: cell, organ, individual, species, and ecosystem. Among the major findings which resulted from statistical analysis of the data: (1) there was a linear and quadratic pattern of Part/Part, Part/Whole, and Whole/Whole perception significantly different

from the expected 1:2:1 ratio, with perception of "wholes" evidenced to a much greater degree than perception of "parts"; and (2) there was a linear pattern of relationships between structure, function, and history explanations significantly different from the expected relationship of 1:1:1, with the greatest proportion of matches made on the basis of structural explanations and the least on the basis of historical explanations. (Author/PEB)

ED 093 569 SE 015 908
Crumb, Glenn H.

Self-Identification as a Tool for Temporary System Evaluation.

Pub Date Mar 73

Note—7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Research, *Inservice Education, *Leadership Styles, Leadership Training, Science Education
Identifiers—Research Reports

Presented are some findings concerning self-identification as a tool for temporary system evaluation based on the reactions of participants in a resource personnel leadership training workshop. Goodson's model for classification of individuals by influence style (tough battler, friendly helper, and logical thinker) was used to self-categorize the participants into three subgroups. Each group was then asked to conduct a brainstorming session to develop program content for a seminar to be presented the following week. There was a high correlation between the content of the lists compiled by a subgroup and the characteristics of influence style as identified by Goodson. There was also an extreme lack of overlap of topics generated by the three subgroups. The investigator concluded that the limited observational evidence collected tended to be supportive of the statement that either the adult educators were able to "play the game" by a set of rules to which they were briefly introduced or self-select into a group with a theoretical influence style and behave consistently with the theoretical construct. However, the methodology employed in the experiment was extremely loose, and the results have not been, and probably cannot be, assessed. (PEB)

ED 093 570 SE 016 268
Humphrey, James H.

The Use of Motor Activity in the Development of Science Concepts with Mentally Handicapped Children.

Pub Date 2 Apr 73

Note—10p.; Paper presented at the National Convention of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Concept Formation, Curriculum Design, Educable Mentally Handicapped, Instruction, *Mentally Handicapped, *Perceptual Motor Learning, *Science Activities, Science Education
Identifiers—*Motor Activity

Presented is a discussion of the use of motor activity learning which may be used to foster the development of science concepts by mentally handicapped children. For the purposes of his presentation, the author uses "mentally handicapped" to designate those children who fit into any of the categories of those who are mentally retarded, have learning disabilities, or are handicapped by factors other than intellectual subnormality and thus fail to keep pace with their peers in academic achievement. Motor activity refers to things that children do actively in a pleasurable situation in order to learn. The author suggests that science experiences, particularly those of the physical sciences, can be presented through physical education activities and provides eight concepts to illustrate this point. Drawing on available research data, the author presents four generalizations which he feels support using motor activity learning to develop science concepts. (PEB)

ED 093 571

SE 016 274

Schaff, John F.
SOCRATES (Synchronized Objectives and Competency Rated Activities Teacher Education System).

Toledo Univ., Ohio. Coll. of Education.

Pub Date 30 Mar 73

Note—18p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (Detroit, Michigan, March 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Curriculum Design, *Performance Based Teacher Education, *Preservice Education, *Program Descriptions, Science Education, Teacher Education

Identifiers—University of Toledo

Presented is the SOCRATES (Synchronized Objectives and Competency Rated Activities Teacher Education System) model for preservice education for secondary school science teachers at the University of Toledo (Ohio). Separate courses have been replaced with a sequence of modular-based learning experiences designed to develop each student's competencies progressively over a three-quarter period culminating with a full-time (16 credit hour) student teaching encounter. Instructional teams composed of faculty specializing in learning foundations, educational measurement, and instructional methods for different subject fields work together in guiding students through this sequence. The three-quarter professional sequence may be taken any time during a student's junior and senior years. (Author/PEB)

ED 093 572

SE 016 275

Mayer, William V.

Evolution: Theory or Dogma?

Pub Date 31 Mar 73

Note—13p.; Paper presented at the National Convention of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Biology, Curriculum, *Evolution, Science Education, *Scientific Concepts, Secondary School Science

Identifiers—*Creationism

In this paper the author examines the question of whether evolution is a theory or a dogma. He refutes the contention that there is a monolithic scientific conspiracy to present evolution as dogma and suggests that his own presentation might be more appropriately entitled "Creationism: Theory or Dogma." (PEB)

ED 093 573

SE 016 458

Science Education News, April 1973: Employment Opportunities for Natural Scientists and Engineers in the '70s.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Apr 73

Note—8p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Science, *Employment Opportunities, Engineering Education, *Engineers, Graduate Study, *Natural Sciences, Newsletters, Science Education, *Scientists, Surveys

This issue of the newsletter of the American Association for the Advancement of Science is devoted to information about employment opportunities for natural scientists and engineers in the '70s. Problems of supply and demand are considered, with graduate enrollment in natural science fields being considered as an important indicator of the future supply of trained professionals. Students are urged to consider the employment situation in various fields before making a career choice. (PEB)

ED 093 574

SE 016 469

Science Education Newsletter Number 21, April 1973.

British Council, London (England). Science Dept.

Pub Date Apr 73

Note—42p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Curriculum Development, Engineering Education, *International Education, *Mathematics Education, Middle Schools, Newsletters, Programmed Materials, *Science Education, Secondary School Science

Identifiers—*Britain

This issue of the newsletter produced by the Science Department of the British Council contains short reports on activities in Britain in science, in mathematics, and in general. The general section includes descriptions of programmed learning, a curriculum analysis research project, an engineering science development unit, a list of science and mathematics publications as well as abstracts of articles and research studies in science education. A series of short reports on overseas activities concludes the newsletter and provides information on activities in Australia; Bombay, India; and the United States. (PEB)

ED 093 575

SE 016 484

Peeler, Mantha And Others

Science, Grades 1-6, Curricular Guide.

York County School District 3, Rock Hill, S.C.

Pub Date [74]

Note—72p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Curriculum Design, *Curriculum Guides, *Elementary School Science, *General Science, Science Education

Identifiers—South Carolina

This curricular guide, designed for grades one through six, was prepared by a writing committee from the Rock Hill, South Carolina, public schools. Five major themes (living things, the earth, matter and energy, the universe, the human body) provide continuity and direction for the elementary school science program. The guide contains a list of objectives for teaching elementary school science, a statement of the philosophy underlying the program, as well as lists of major concepts, filmstrips, and activities for each one of the five themes as it is developed at each of the six grade levels. The guide also includes a brief section on methods of evaluation, a discussion of safety in the science program, and a list of resources categorized as books and as community resources. (PEB)

ED 093 576

SE 016 485

Life Science, Grade 7. Curricular Guide.

York County School District 3, Rock Hill, S.C.

Pub Date [74]

Note—50p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Biology, Curriculum Design, *Curriculum Guides, *Human Development, *Junior High School Students, Science Education, Secondary School Science

Identifiers—South Carolina

This curricular guide focuses on life science and is designed for use with seventh grade students. Life science was chosen as the course of study based on the rationale that, as pupils enter junior high school, they are in early adolescence and find it difficult to understand themselves so that the study of living things with a thorough explanation of the functions of the human body and its behavior seems appropriate. The guide contains objectives (not stated in behavioral form), a content outline, types of suggested activities, materials required, points to consider when evaluating the attainment of the objectives, a 362-word vocabulary list (arranged in alphabetical order), a bibliography for students and for teachers, and a list of filmstrips available in the professional library of the school district (Rock Hill, South Carolina) for which this guide was developed. (PEB)

ED 093 577

SE 016 530

Meyer, Rex

The Re-Orienting of Specialists for a Role in the Teaching of Integrated Science.

Pub Date Apr 73

Note—18p.; Conference on Education of Teachers for Integrated Science (University of Maryland, April 3-13, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Conference Reports, Curriculum Research, *Integrated Curriculum, International Organizations, Science Education, Specialists, *Teacher Education

Identifiers—Unified Science

In this paper the author presents ideas of some science educators who, in their writing, have emphasized problems of re-orienting specialists for teaching unified science. The paper makes a few preliminary suggestions on how specialist teachers may be given the necessary assistance in scientific content, philosophy and teaching strategy to prepare them to teach integrated science. Suggestions are grouped under the following headings: (1) Curriculum Development, (2) Pre-Service and In-Service Training, and (3) Within-School Practice. Throughout the paper special references are made to developments in Australia where the author has been closely associated with integrated science programs for grades 7 to 10 and grades 11 and 12 in the secondary schools of New South Wales. An extensive reference and notes listing is presented with the background paper. (EB)

ED 093 578

SE 016 602

Iona, Mario

Doesn't Accuracy Help in Developing Meaningful Concepts?

Pub Date 30 Mar 73

Note—17p.; Paper presented at the National Convention of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973) Marginal legibility on entire document

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Concept Formation, *Elementary School Science, Instruction, Language Usage, Oral Communication, Science Education, Scientific Enterprise

Aimed at elementary school science teachers, this presentation has as its major focus the idea that science teaching should make sense. Language used in verbal communication should be precise, experiences provided for children should be logically related and geared to the child's level of cognitive development, and the materials used should emphasize thinking rather than the memorization of unrelated facts. Examples and illustrations of these points are provided. (PEB)

ED 093 579

SE 016 612

Reviews of National Science Policy, Netherlands. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—351p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$8.75)

EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE

Descriptors—Economics, *Government Role, Higher Education, Organizations (Groups), Politics, *Public Policy, *Sciences, *Scientific Research, State of the Art Reviews, Tables (Data)

Identifiers—*Netherlands

This report is the sixteenth in the series of Reviews of National Science Policy by the Organisation for Economic Co-operation and Development. It has two purposes: first, to enable the countries concerned to appraise the political, economic, and structural aspects of the action taken to reinforce the role of scientific and technical research in the achievement of national goals; and second, to enrich the pool of available knowledge on the content of science policies and their role as an instrument of government. In the first part of this document a background report is provided, with information organized under the headings: The Scale and Dynamics of R & D Activity, Institutions of Science Policy, Prosperity Through Research, Research in the Service of the Community, University in Search of New Ends, and Science Policy and National Goals. In the second part, research and development activity is analyzed in the three main branches—industry, government, and universities—and points are raised which should be considered for its future development. (DT)

ED 093 580

SE 016 828

Globe, Samuel And Others

Science, Technology, and Innovation.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-C-667

Pub Date Feb 73

Note—33p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Case Studies, *Innovation, Science Education, Sciences, Technical Reports, *Technology

Identifiers—Battelle

This report summarizes the latest effort in a series sponsored by the National Science Foundation on the innovation process. It adds to the store of retrospective case studies by documenting historically the significant events in several technological innovations of high social impact. These cases, drawn together by the Battelle Columbus Laboratories, along with previous case studies, illustrate the diverse ways by which research and development activities support each other in the innovation process. The document is an abridged version of a report with more technical details being provided in the complete report entitled "The Interactions of Science and Technology in the Innovative Process: Some Case Studies," available from the National Science Foundation. (Authors/PEB)

ED 093 581 SE 016 844

Environment Forum. Support for Environmental Education: Where Do We Go From Here?

Conservation Foundation, Washington, D.C.

Pub Date 73

Note—82p.

Available from—Conservation Foundation, 1717 Massachusetts Avenue, NW, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Conference Reports, *Environment, *Environmental Education, *Financial Support

Identifiers—*Conservation Foundation

This publication resulted from a forum entitled "Support for Environmental Education: Where Do We Go From Here?" which was sponsored by the Conservation Foundation as a part of its continuing series of environment forums initiated in 1970 to provide leaders of diverse citizen and professional organizations the opportunity to obtain authoritative information and to explore alternative solutions to environmental problems. The transcript of the March 2, 1973 forum was prepared and supplemented by materials relating to the Office of Environmental Education (included as appendices to the transcript). Within the transcript the professional affiliation of each of the participants is provided so that readers may have an additional perspective of the individual's contribution. Material contained in the appendices consists of (1) Environmental Education from the Field: Two Surveys by Friends of the Earth, (2) information concerning the fiscal year 1973 grantees of the Office of Environmental Education, (3) a brief chronology of the Environmental Education Act, (4) the Environmental Education Act of 1970, and (5) Recommendations of the Advisory Council on Environmental Education in its Second Annual Report, March 1973. (PEB)

ED 093 582 SE 016 880

Unit: Petroleum, Inspection Pack, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date May 73

Note—120p.; Reference No. 218

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Instructional Materials, Junior High School Students, Petroleum Industry, Science Course Improvement Project, Science Education, *Science Units, *Secondary School Science, Teaching Guides, Technology

Identifiers—ASEP, *Australian Science Education Project

This is a National Trial Print of a unit on petroleum developed for the Australian Science Education Project. The package contains the teacher's edition of the written material and a script for a film entitled "The Extraordinary Experience of Nicholas Nodwell" emphasizing the uses of petroleum and petroleum products in daily life and designed to be used to introduce the unit to students. This unit follows the story of petroleum from its formation through its discovery, recovery, and refining, to the final uses

of refined petroleum products. Students have opportunities to distill and crack crude oil; test lubricating oils, make their own petroleum products; investigate aspects of internal combustion engines; simulate the formation, trapping and recovery of oil; and read about some of the latest developments in petroleum technology. Students also investigate some of the problems associated with the uses of petroleum products such as safety problems, pollution and the need for conservation. The unit is aimed at giving students an insight into the workings of the petroleum industry and to make students aware of its relevance to their everyday lives. (PEB)

ED 093 583 SE 016 882

Unit: A Guide to ASEP, Inspection Pack, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date Dec 72

Note—75p.; Reference No. 401

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Curriculum, *Curriculum Design, Instruction, *Science Course Improvement Project, *Science Education, Science Units, Secondary School Science, Teacher Education, Teaching Models

Identifiers—ASEP, *Australian Science Education Project, Piaget

Contained in this package are two pieces of literature related to the Australian Science Education Project: A Guide to ASEP/Introduction to ASEP (leader edition) and A Guide to ASEP/ASEP Units and Their Use. The Guide to ASEP is a set of teacher education materials designed for use by teachers and others who wish to learn about the Australian Science Education Project, its philosophy and its materials. The approach of the project is one of guided inquiry with opportunities for choice of options, which include open-ended activities. It is suitable for use by individuals working alone, but, like all other ASEP units, is better suited for group use because discussion is desirable to reinforce and clarify ideas. ASEP units have been designed for use at three levels of student cognitive development. Stage 1 units are suitable for students at Piaget's concrete development; Stage 2, for students in transition from concrete to formal operations; Stage 3, for students at the formal operations level. The 17 units designed for Stage 1 students are listed and briefly described as the 15 units for Stage 2 and 10 units for Stage 3 students. Materials termed "Service Books" (small books, up to about 20 pages, each designed for use with several units) are also listed and briefly described. Information is provided to help teachers design courses that include ASEP materials and a checklist for choosing suitable learning materials is also presented. (PEB)

ED 093 584 SE 016 884

Unit: Plants, Inspection Pack, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date Apr 72

Note—180p.; Reference No. 113

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Botany, *Elementary School Science, Field Studies, Laboratory Experiments, Plant Propagation, *Science Activities, Science Course Improvement Project, Science Education, *Teaching Guides

Identifiers—ASEP, *Australian Science Education Project

This is a National Trial Print of a unit on plants produced as a part of the Australian Science Education Project. The unit consists of an information booklet for students, a booklet for recording student data, and a teacher's guide. The material, designed for use with students in the upper elementary grades, takes from 15 to 20 forty-minute periods to complete. The content and activities permit the investigation of the diversity of plant types and how the variety of plants changes from one locality to the other. In the core of the unit, students are encouraged to grow their own plants at school and study different groups of plants. All investigations require

only simple equipment that can be used in the ordinary classroom although space for growing plants and a source of water are essential. Much of the unit could be done outdoors. (PEB)

ED 093 585 SE 016 885

Unit: Males and Females, Inspection Pack, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date Apr 73

Note—125p.; Reference No. 106

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Human Body, *Human Development, *Junior High School Students, *Reproduction (Biology), Science Course Improvement Project, Science Education, Secondary School Science, *Sex Education, *Teaching Guides

Identifiers—ASEP, *Australian Science Education Project

This is a National Trial Print of an Australian Science Education Project unit entitled *Males and Females*. Materials provided consist of a teacher's edition of the written materials, a student record book, and seven large black and white photographs showing various stages in the dissection of a pregnant rat. This unit has been written to help students of about 11 to 12 years of age learn about reproduction and human sexuality. This objective is to be achieved primarily by reading the material provided in the core of the unit and the 12 options and by discussing the subject matter both in small groups and as a class under the teacher's guidance. Some additional activities are provided which supplement the reading and discussion. Content areas included are physical differences, growing up, sexual intercourse, fertilization, gestation, birth, care from parents, and social behaviour. Teachers planning to use this unit are advised to contact parents before using the materials with pupils. (PEB)

ED 093 586 SE 016 886

Gardner, Paul L.

Words in Science.

Australian Science Education Project, Toorak, Victoria.

Pub Date Nov 72

Note—210p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Educational Research, International Education, Science Course Improvement Project, Science Education, Secondary School Science, *Word Lists, Word Recognition

Identifiers—ASEP, *Australian Science Education Project, Research Reports

This is a report of a project designed to identify important non-technical words used in the teaching of science at Form 3 and 4 level in the Territory of Papua and New Guinea (T.P.N.G.). After the words were identified, multiple choice items testing the comprehension of these words were written, tried out and revised. Fifteen final tests, each containing 40 items, were produced and administered to a stratified random sample of pupils. A panel of Victorian (Australia) teachers and science education researchers participated in the compilation of the word list and construction of the items. This original word list was not substantially changed by the T.P.N.G. panel. The tests (after some minor modifications in the wording of some items) were administered to a sample of Victorian secondary science pupils drawn from schools participating in the Australian Science Education Project materials trials. Contained in this report are an alphabetic word list, the percentages correct for each item at the various form levels, a word list organized on the basis of levels of difficulty, and a complete alphabetic listing of all the items used, together with their associated distractor popularities. (PEB)

ED 093 587 SE 016 887

Smolicz, J. J.

Man's Coercion of Nature.

Australian Science Education Project, Toorak, Victoria.

Pub Date 71

Note—43p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Environment, Environmental Education, Science Education, *Science History, Scientists, *Social Influences, Teacher Education

Identifiers—ASEP, *Australian Science Education Project

This paper was prepared as a resource for teachers who wish to teach science as an exploration and interpretation of the environment. It provides background material for teachers who may use the approach of the Australian Science Education Project in their science classes and has been made available to teachers participating in the pilot testing of ASEP materials. This 38-page booklet contains one individual's perspective of the historical development of science and the effects of scientific discoveries on the natural and social environment. (Author/PEB)

ED 093 588 SE 016 888

Michigan's Environmental Future: A Master Plan for Environmental Education.

Governor's Environmental Education Task Force, Lansing, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 73

Note—95p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Community Action, Community Involvement, *Environmental Education, *Guidelines, Organizations (Groups), *State Action

Identifiers—*Michigan

Presented is the master plan for environmental education developed by the state of Michigan. The plan provides the framework, guidelines, and processes for coordinating and evaluating all environmental communication, education, and information activities in Michigan. It is both comprehensive and long-range, covering all geographic areas and social segments of Michigan. Included are agriculture, business and industry, citizen organizations, elementary and secondary schools, government, higher education, individual citizens, labor, mass communication, professional and trade associations, religious organizations, and youth organizations. The focus is on people and their relationship to their own community, whether urban, suburban, or rural. The plan is presented in six chapters: Overview, Development of the State Plan, The Setting, Statewide Goals and Priorities, Recommendations and Strategies, and Distribution and Evaluation. Also included are a letter of transmittal, a listing of the members of the governor's task force, the task force staff, task force consultants, a foreword, and a glossary. (PEB)

ED 093 589 SE 016 889

Wilson, June S., Ed.

Multidisciplinary Activities for Environmental Learning.

Genesee Intermediate School District, Flint, Mich.

Pub Date Jul 73

Note—242p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Curriculum Guides, Elementary School Students, *Environmental Education, Field Studies, Integrated Activities, *Science Activities, Science Education, Secondary School Students, Teaching Guides

Identifiers—*Multidisciplinary Activities, Project CHANGE

This teacher's guide contains multidisciplinary activities written by teachers and principals in Genesee County, Michigan, in a four-day workshop sponsored by Project CHANGE. Activities contained in this publication range from elementary through high school levels, with the appropriate teaching level being indicated for each activity. Most of the activities are presented on a single page. The objective of the activity, materials needed (if any), description (of what the students should do; cautions to the teacher), and related activities (if any) are provided within this space limitation. Some activities designed for high school students contain more detail in the form of directions, questions to be answered, or simple identification keys. (PEB)

ED 093 590

Teaching Ideas About Man and the Environment.

Phoenix Union High School District, Ariz. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—241p.; Marginal legibility on certain charts which do not contain pertinent information

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—*Conference Reports, Ecology, Energy, Environment, *Environmental Education, Environmental Influences, *Interdisciplinary Approach, Science Education, Secondary School Science, Social Planning

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is a collection of papers which resulted from an assignment given in a seminar dealing with the topic Man and His Environment at Phoenix Union High School, Arizona. The interdisciplinary seminar focused on the relationships between man and his physical environment. Its purpose was to introduce the participants to the spectrum of environmental problems confronting people today, to focus on the basic principles and areas of knowledge which apply to each, to explore the resources which are available to solve the problems, and to make a first step toward integrating this material into courses at the high school level. The course dealt successively with ecology, cities, and people; and covered such areas as natural systems, energy sources, pollution, land use, social goals, urban renewal, housing, transportation, new towns, environmental health, and personal space needs. The course was aimed at increasing the participants' knowledge base as a precedent to implementation of this subject area in the high school classroom. (Author/PEB)

ED 093 591

Shamos, Morris H. And Others

A Project to Develop a New Elementary Science Curriculum. Final Report.

New York Univ., N.Y. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0025

Pub Date Sep 73

Grant—OEG-2-9-420025-1028

Note—268p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Concept Formation, Concept Teaching, Curriculum Development, *Elementary School Science, Science Course Improvement Project, Science Education, Teacher Education

Identifiers—COPEs

This document is the final report to develop a new elementary science curriculum. It contains information related only to the development phase of the Conceptually Oriented Program in Elementary Science (COPEs) and was written for an audience that includes all who are interested in curriculum development as it was experienced in this project. The ultimate goal of the COPEs program is to develop understanding of the nature of matter at various levels of sophistication. Five conceptual schemes were chosen for the curriculum: (1) The Structural Units of the Universe, (2) Interaction and Change, (3) The Conservation of Energy, (4) The Degradation of Energy, and (5) The Statistical View of Nature. These five conceptual schemes are interwoven in a logical hierarchy with all five being developed concurrently. Positioning of a concept within a particular scheme was determined on the following bases: its contribution as an introductory idea, its suitability for active exploration at a given age level, and its relative sophistication as a component of the scheme. The parts of the report are: Introduction, An Overview of COPEs, the COPEs Learning Activities and Assessments, Problems, Research Studies Dealing with COPEs Materials, and The Future of COPEs. (PEB)

ED 093 592

Science Education News, October 1973: International Science Education.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Oct 73

Note—8p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005

SE 016 891

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational Objectives, *Environmental Education, *International Education, Newsletters, Program Descriptions, *Science Education

Identifiers—Africa, Australia, Britain, Thailand, West Indies

This issue of the newsletter of the American Association for the Advancement of Science has as its theme International Science Education. It contains reports from five science education projects located in Great Britain, the West Indies, Africa, Thailand, and Australia. Also included is an article by Dr. Albert V. Baez, Chairman of the AAAS Commission on Science Education. This article is entitled "Educational Goals for the Seventies." (PEB)

ED 093 593

Balance of Nature. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—76p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Conservation Education, Curriculum Guides, *Ecological Factors, *Ecology, *Educable Mentally Handicapped, *Environmental Education, Learning Activities, Natural Resources, *Natural Sciences, Unit Plan

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The relationship that exists among living and nonliving things on earth is very delicate and important. This unit is designed to provide information on nature's balance which is of interest to and understood by special education students. The unit activities are intended for use by level 2 and level 3 educable mentally retarded students. There are four topics: (1) Necessities of Life, (2) Food Getting Among Animals, (3) Field Trip—Wildlife Homes and Food Supply, and (4) Man and Wildlife. For each topic, there are behavioral objectives, student activities, and teacher suggestions. The objectives taught can be evaluated by the pretest and posttest developed for the unit. The appendix provides teaching aids designed to help the teacher meet the needs of individual students. (JP)

ED 093 594

Environmental Fundamentals. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—273p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Curriculum Guides, *Ecological Factors, *Ecology, *Environmental Education, *Fundamental Concepts, Intermediate Grades, Learning Activities, Natural Resources, *Natural Sciences, Unit Plan

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This unit presents materials to develop some of the basic knowledge necessary for grasping the complex processes associated with environmental relationships. It is divided into five topics: (1) Basic Needs for Life—the biological necessities of plants and animals; (2) Food Web—the interactions between organisms; (3) Observational Skills—ways people can become more aware of their surroundings; (4) Field Trip—first hand observation and data collection; and (5) Environmental Changes: Natural and Man Influenced—the effects man has on natural changes. For each topic there are behavioral objectives, student activities, and teacher suggestions. Special teaching aids are found in the appendix. (JP)

ED 093 595

Insects and Spiders. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—71p.

SE 016 908

Balance of Nature. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—76p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Conservation Education, Curriculum Guides, *Ecological Factors, *Ecology, *Educable Mentally Handicapped, *Environmental Education, Learning Activities, Natural Resources, *Natural Sciences, Unit Plan

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The relationship that exists among living and nonliving things on earth is very delicate and important. This unit is designed to provide information on nature's balance which is of interest to and understood by special education students. The unit activities are intended for use by level 2 and level 3 educable mentally retarded students. There are four topics: (1) Necessities of Life, (2) Food Getting Among Animals, (3) Field Trip—Wildlife Homes and Food Supply, and (4) Man and Wildlife. For each topic, there are behavioral objectives, student activities, and teacher suggestions. The objectives taught can be evaluated by the pretest and posttest developed for the unit. The appendix provides teaching aids designed to help the teacher meet the needs of individual students. (JP)

SE 016 909

Environmental Fundamentals. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—273p.

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Curriculum Guides, *Ecological Factors, *Ecology, *Environmental Education, *Fundamental Concepts, Intermediate Grades, Learning Activities, Natural Resources, *Natural Sciences, Unit Plan

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This unit presents materials to develop some of the basic knowledge necessary for grasping the complex processes associated with environmental relationships. It is divided into five topics: (1) Basic Needs for Life—the biological necessities of plants and animals; (2) Food Web—the interactions between organisms; (3) Observational Skills—ways people can become more aware of their surroundings; (4) Field Trip—first hand observation and data collection; and (5) Environmental Changes: Natural and Man Influenced—the effects man has on natural changes. For each topic there are behavioral objectives, student activities, and teacher suggestions. Special teaching aids are found in the appendix. (JP)

SE 016 910

Insects and Spiders. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—71p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Biological Influences, Curriculum Guides, Ecological Factors, *Ecology, *Educable Mentally Handicapped, *Environmental Education, Learning Activities, *Natural Sciences, Unit Plan
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This unit is designed to provide information on insects and spiders that special education students are capable of understanding. The activities are aimed at level 2 and level 3 educable mentally retarded classes. There are four topics: (1) Characteristics and Life Cycles of Insects; (2) Characteristics of Spiders; (3) Habitats and Food Sources of Insects and Spiders; and (4) Benefits of Insects. For each topic there are behavioral objectives, student activities, and teacher suggestions. The objectives taught can be evaluated by the pretest and posttest developed for the unit. The appendix provides teaching aids designed to help the teacher meet the needs of individual students. (JP)

ED 093 596 SE 016 911
Knowing and Using Your Environment. Environmental Education Curriculum.

Topeka Public Schools, Kans.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Note—173p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Curriculum Guides, *Ecological Factors, *Ecology, *Environmental Education, *Geology, Intermediate Grades, Natural Resources, Natural Sciences, Recreation, *Water Resources

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This unit is intended to help students become aware of overall relationships and interactions that exist between the various segments of the environment. The unit consists of four topics: (1) Geology—The geological history of the earth as illustrated by fossils; (2) Plants and Animals—the role and interactions of plants and animals in the environment; (3) Rivers and Reservoirs—the uses, patterns, and locations of rivers and reservoirs in Kansas; and (4) Archery—an example of a non-destructive recreational use of the environment. For each topic there are behavioral objectives, student activities, and teacher suggestions. Teaching aids are found in the appendix. (JP)

ED 093 597 SE 016 917

Quinn, Jeanette Carty, Elaine

An Experimental Science Program with the Open Classroom Approach Based on the Philadelphia Primary Science Guide. Part I, Primary Science Unit and Part II, Primary Ecology Unit.

Pub Date 73

Note—261p.; Project conducted at Spring Garden School, Philadelphia, Pennsylvania

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—*Curriculum Guides, Ecology, *Elementary School Science, Environmental Education, *Open Education, *Primary Grades, Science Education

Identifiers—Philadelphia

Reported is a project designed to correlate six units of study from the Philadelphia Elementary Science Guide and to incorporate them in such a way as to reduce the suggested 32 weeks of teaching time, for the individual units, to 10 weeks for all 6 units. This was necessitated by an interruption of the school year by a teachers' strike. Three objectives guided the project: (1) to insure that children would obtain the basic science skills contained in the Elementary Science Primary Unit of the Philadelphia Public Schools, (2) to enrich the scientific course of study, and (3) to test the worth of open classroom techniques in a traditional setting. The major objective for the teachers was to extend the knowledge of newly developed scientific concepts wherein it might enable them to better prepare their pupils to meet the scientific age. Descriptive information is provided for the Primary Science Unit and the Primary Ecology Unit, including concepts involved, steps of organization, correlation of subject matter, and culminating activities for each of the two units. Appendices to the re-

port contain such materials as vocabulary lists, activity sheets, games, maps, and other related activities. (PEB)

ED 093 598 SE 016 918

Hirsch, Gideon O.

Social Examples in Teaching Physical Concepts.

Pub Date Apr 73

Note—12p.; Paper presented at the National Convention of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Instructional Innovation, *Physics, Science Education, *Secondary School Science, *Teaching Procedures

Identifiers—*Physical Science Study Committee, PSSC

This paper describes an experimental approach to teaching PSSC Physics by using, whenever possible and proper, behavioral and social analogies as illustrations for physical concepts. The report is based on several years of use of this experimental program. The developers consider the preliminary findings to be encouraging. Student enrollment has increased as have student interest and scores on objective tests. (Author/PEB)

ED 093 599 SE 016 983

Jackland, Thomas And Others

Environmental Chemistry Activities.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—69p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Chemistry, Curriculum, *Curriculum Enrichment, *Environmental Education, Instruction, Instructional Materials, *Science Activities, Science Education, *Secondary School Science

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Milwaukee Public Schools

The authors of this curriculum supplement believe in a laboratory approach to chemistry and express the feeling that environmental chemistry provides the students an opportunity to apply theoretical chemistry to important practical problems. There are eighteen activities presented, each accompanied with behavioral objectives, one or more suggested methods of procedure, an introduction giving pertinent facts related to the concept being studied, and the materials needed. In some instances there is a suggested Follow Up Teacher Demonstration. A set of environmental chemical equations is included as well as a detailed table. Selected Environmental Pollutants, taken from the United Nations Conference on the Human Environment. The reference list suggests seven publications regarded as being pertinent and useful to any chemistry teacher involved with environmental chemistry. (EB)

ED 093 600 SE 016 996

Curricula and Syllabi in Hydrology.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—71p.; Technical Papers in Hydrology 10 Available from—UNESCO, P. O. Box 433, New York, New York 10016 (\$4.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*College Students, *Curriculum Guides, *Curriculum Planning, Environmental Education, *Science Curriculum, Science Education, Technology, *Water Resources

Identifiers—Hydrology, International Hydrological Decade, World Meteorological Organization

This collection of papers is intended to provide a means for the exchange of information on hydrological techniques and for the coordination of research and data collection. The objectives and trends in hydrological education are presented. The International Hydrological Decade (IHD) Working Group on Education recommends a series of topics that must be taught to ensure a minimum of theoretical knowledge and adequate practical training. Two examples of curricula and syllabi for complete undergraduate

programs in hydrology are presented. One is from the U.S.S.R., the second from the United States. Post-graduate education in hydrology is discussed and three types of programs presented. Selected syllabi prepared by the IHD Working Group on Education, by the World Meteorological Organization (WMO) Working Group on Training in Hydrometeorology, by U.S.S.R. educators, by United States educators and by UNESCO are presented in the appendices. (EB)

ED 093 601 SE 017 007

Fletcher, James C.

Spaceship Earth, A Look Ahead to a Better Life.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date 73

Note—29p.; Speech given before the Committee on Aeronautical and Space Sciences (U.S. Senate, Washington, D.C., March 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Aerospace Technology, *Earth Science, *Environmental Education, National Organizations, Pamphlets, Pollution, Science Education, Technology

Identifiers—NASA, National Aeronautics and Space Administration

This pamphlet presents the statement of Dr. James C. Fletcher, administrator, National Aeronautics and Space Administration, made before the Committee on Aeronautical and Space Sciences, U. S. Senate. It is an attempt to give some idea of how space and aeronautics will affect mankind in the year 1985. A summary of what has been going on the last 15 years is presented. Aviation's impact on the balance of trade, barriers to aviation growth, and other topics relevant to air travel are discussed. Brief statements are made to incorporate such phenomena as Conquest of Space, Space Shuttle, Space Communications, and Potential of Domestic Satellites. The author attempts to show that NASA, although called the space agency, in a broader sense could be called an environmental agency. (EB)

ED 093 602 SE 017 011

Abrams, R. O. Brown, D. W.

Water Resources Division Training Bulletin, July 1973 Through June 1974.

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adult Education Programs, *Bulletins, *Geology, *Job Training, Science Education, Training, *Water Resources

This bulletin provides information about available training as well as information to assist supervisors and training officers in developing a coordinated, efficient training program in hydrology and other subjects related to water-resources investigations. Most of the training is presented at the Center at Lakewood, Colorado. Information is given relevant to the facilities and regional offices. A description of the three levels of training program is presented. A calendar running from July 1973 through June 1974 shows the various topics and activities that were encountered. A description of the specific activity, where and when it was to take place and attendees, is shown in detail in the bulletin. (EB)

ED 093 603 SE 017 014

Cressman, Luther S.

An Approach to the Study of Far Western North American Prehistory: Early Man.

Oregon Univ., Eugene, Museum of Natural History.

Pub Date Aug 73

Note—17p.; Bulletin No. 20

Available from—University of Oregon, Museum of Natural History, Eugene, Oregon 97403 (\$0.75)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Ancient History, *Anthropology, Archaeology, Bulletins, Geology, Instruction, Instructional Materials, Science Education

Identifiers—Natural History

This bulletin, in keeping with the basic purpose of all the bulletins published by the Museum of Natural History of Oregon, contains the text of a lecture presented in the field of anthropology.

The approach taken is interdisciplinary. Drawn together are not only published works, but also the skills and wisdom of scholars in the peripheral disciplines on which archaeology so greatly relies. Cressman's approach deals with the so-called Early Man record, using artifacts as a means to an end and not an end in themselves. He presents a consideration of the origins of the New World population considering first the question of indigenous origin. This he rules out and then presents in detail the facts that support that the population was derived from another continent, namely, northeastern Asia. Evidence is presented from geological data, and the archaeological evidence is presented in detail. A list of publications of the Museum of Natural History at the University of Oregon is included. (EB)

ED 093 604 SE 017 015

Kittleman, Laurence R.
Guide to the Geology of the Owyhee Region of Oregon.

Oregon Univ., Eugene. Museum of Natural History.

Pub Date Sep 73

Note—71p; Bulletin No. 21

Available from—University of Oregon, Museum of Natural History, Eugene, Oregon 97403 (\$2.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Archaeology, *Bullets, *Earth Science, *Field Studies, *Geology, *Instruction, *Instructional Materials, *Science Education

Identifiers—Natural History

In this bulletin a detailed description of a geologic region in Oregon is presented with numerous illustrations, both plates and schematic diagrams. Maps of the region as well as maps of various excursions are included in the booklet. A geologic-time unit table is presented covering the Cenozoic Era. Three excursions with included side-trips are described in detail. Road logs give point by point instructions and explanations for the geologic excursions. The maps show routes, stops made, and important geographic details. Mileages are given to include accumulated mileage and distance between each station. A list of readings is presented as well as a listing of geologic words and meanings. The bulletin includes a list of publications of the Museum of Natural History at the University of Oregon. (EB)

ED 093 605 SE 017 025

Clark, George M., Ed.
Biological Sciences Curriculum Study Newsletter Number 53.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Nov 73

Note—29p.

Available from—Biological Sciences Curriculum Study, P.O. Box 930, Boulder, Colorado 80302 (Free)

Document Not Available from EDRS.

Descriptors—*Biology, *Grade 6, *Instruction, *Instructional Materials, *Newsletters, *Science Course Improvement Project, *Science Education, *Secondary School Science, *Teaching Guides

Identifiers—Biological Sciences Curriculum Study, BSCS

This newsletter presents some insight into the program, the Human Sciences, prepared for sixth-grade students with emphasis on the module, Behavior. This module focuses on aspects of the study of interaction between organisms and their environment. Other modules included in the program are: (1) Survival, (2) Sense or Nonsense, (3) The Learning Dome, and (4) Growing. Another article presents certain aspects of the impact of the Biological Sciences Curriculum Study (BSCS) programs. It specifically points to the need for designing examinations that reflect the philosophy of the BSCS as a means for developing and maintaining more positive attitudes on the part of students. A paper is presented on the thought processes inherent in BSCS programs, giving a sample of an analysis of a written report made for a given activity from BSCS Blue Version. A progress report is included on the evaluation of the program, ME AND MY ENVIRONMENT. Other items included in the newsletter include a BSCS Materials List, a Letter to the BSCS, and some teaching hints from Have You Tried This. (EB)

ED 093 606 SE 017 037

The New Frontier. Pioneer to Jupiter. Man Links Earth and Planets. Issue No. 1-5.

Pub Date [73]

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Earth Science, *Instruction, *Instructional Materials, *Science Activities, *Science Education

This packet of space science instructional materials includes five issues related to the planet Jupiter. Each issue presents factual material about the planet, diagrammatic representations of its movements and positions relative to bright stars or the earth, actual photographs and/or tables of data collected relevant to Pioneer 10, the spacecraft whose target is Jupiter. Issue No. 1 describes the relationship of Jupiter to the other planets. The physical characteristics of Jupiter are discussed in the second issue. Jupiter and Earth are compared, with emphasis on the evolution of planets, in Issue No. 3. Issue No. 4 describes Pioneer 10's mission to Jupiter and Issue No. 5, Pioneer's encounter with Jupiter. In each issue, student study projects are presented, and a few suggested readings are listed. (EB)

ED 093 607 SE 017 055

Using Gage Blocks as Measuring Standards, Aviation Quality Control (Basic): 9225.03.

Dade County Public Schools, Miami, Fla.

Pub Date Nov 72

Note—22p.; An Authorized Course of Instruction for the Quinmester Program; this is a prerequisite to SE 017 056

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adult Vocational Education, *Aviation Technology, *Instruction, *Instructional Materials, *Light, *Measurement Instruments, *Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction deals with a study of the evolution and history of gage blocks and optical flats as measuring tools. Theory and principles are covered in detail. Considerable time is spent on the techniques of using gage blocks and optical flats in actual measurement set-ups. Included is the calibration and care of gage blocks and optical flats. This document will serve as a guide for high school or adult trainees. The student is expected to be proficient in, not just familiar with, the nature and the application of micrometer instruments. The booklet lists the goals, the specific block behaviors, the course outline, and a bibliography. A quinmester posttest sample with an answer key is included. (EB)

ED 093 608 SE 017 056

Dial Indicators and High Amplification Instruments, Aviation Quality Control (Basic): 9225.04.

Dade County Public Schools, Miami, Fla.

Pub Date Nov 72

Note—25p.; An Authorized Course of Instruction for the Quinmester Program; a prerequisite to this course is SE 017 055

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adult Vocational Education, *Aviation Technology, *Instruction, *Instructional Materials, *Measurement Instruments, *Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction is an introduction to comparison measurement, methods of amplification, types of instruments and scale selection, and care and calibration of these instruments. The booklet presents the goals, the specific block objectives, and a bibliography. The course outline is presented. Also listed are films which can be used and a quinmester posttest which can be administered. (EB)

ED 093 609 SE 017 057

Radiographic and Thermal Testing, Aviation Quality Control (Advanced): 9227.02.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adult Vocational Education, *Aviation Technology, *Instruction, *Instructional Materials, *Measurement Instruments, *Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction deals with the study of X-ray and Gamma Ray Radiographic Testing and infra-red thermal testing of specimens without destruction. Theory and principles are covered in detail. Many known samples are used as standards and considerable laboratory and field use of this equipment is involved. Motion picture films and color slides are listed to be used with the lesson. Goals, specific block objectives, and a bibliography are listed in the booklet. A posttest sample, with answers, is included. (EB)

ED 093 610 SE 017 058

Ultrasonic Testing, Aviation Quality Control (Advanced): 9227.03.

Dade County Public Schools, Miami, Fla.

Pub Date Nov 72

Note—23p.; An Authorized Course of Instruction for the Quinmester Program; document contains misnumbered pages

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adult Vocational Education, *Aviation Technology, *Instruction, *Instructional Materials, *Measurement Instruments, *Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction covers the theory of ultrasonic sound, methods of applying soundwaves to test specimens and interpreting results, calibrating the ultrasonic equipment, and the use of standards. Study periods, group discussions, and extensive use of textbooks and training manuals are to be used. These are listed along with references and periodicals. Goals, specific block objectives, and a bibliography are included in the booklet. A quinmester posttest sample is included. (EB)

ED 093 611 SE 017 059

Eddy Current, Magnetic Particle and Hardness Testing, Aviation Quality Control (Advanced): 9227.04.

Dade County Public Schools, Miami, Fla.

Pub Date Nov 72

Note—23p.; An Authorized Course of Instruction for the Quinmester Program. Document contains misnumbered pages

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Adult Vocational Education, *Aviation Technology, *Instruction, *Instructional Materials, *Measurement Instruments, *Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction includes the principles of eddy current, magnetic particle and hardness testing; standards used for analyzing test results; techniques of operating equipment; interpretation of indications; advantages and limitations of these methods of testing; care and calibration of equipment; and safety and work precautions. Motion picture films and color slides are listed for use with the program. Study periods, group discussions, and extensive use of textbooks and training manuals are required. The booklet includes goals, specific block objectives, a bibliography, and a quinmester posttest sample. (EB)

ED 093 612 SE 017 060

Human Ecology and the Health Dangers, Health Service Aide: 8007.03.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—23p.; An Authorized Course of Instruction for the Quinmester Program. Document contains misnumbered pages

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Ecology, *Environmental Education, *Environmental Influences, *Health Education, *Instruction, *Instructional Materials, *Science Education, *Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction deals primarily with environmental influence. The course includes instruction on communicable diseases, prevention of diseases, and the optimal environment (pure food, water, air, waste disposal methods, pesticides, radioactivity, and the effects the laws governing each one have on human life). No requisite for prior course work or special skills knowledge are required for enrollment. The booklet lists the goals, specific block objectives, and a bibliography for the course. A quinquennial posttest is included. (EB)

ED 093 613 SE 017 079

Thompson, J. J.
European Curriculum Studies No. 4: Chemistry.
Council for Cultural Cooperation, Strasbourg
(France).

Pub Date 72

Note—141p.

Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France (\$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Chemistry, *Curriculum, International Education, Science Curriculum, Science Education, *Secondary School Science

Identifiers—Council for Cultural Cooperation, European Curriculum Studies

This publication is part of the Oxford/Council of Europe Study for the Evaluation of the Curriculum and Examinations (OCESCE) Study, and is concerned with aims, objectives, program content, teaching methods, evaluation, and assessment and future trends in the development of curricula for the gifted student at the upper academic secondary level. Included in the booklet is a discussion on the aims of teaching chemistry, data and discussion relevant to the percentage of students studying chemistry, and time devoted to chemistry teaching. The determination of a syllabus, its content, and the evaluation of syllabus changes are discussed. One chapter presents data representative of teaching methods used, teaching aids, textbooks, and the liaison with industry that is present. Appendices include a list of aims of chemistry teaching, a bibliography for publications, chemistry syllabi of selected countries, and a taxonomy of educational objectives in chemistry. (EB)

ED 093 614 SE 017 080

Halls, W. D. And Others

European Curriculum Studies No. 6: Physics.
Council for Cultural Cooperation, Strasbourg
(France).

Pub Date 72

Note—131p.

Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France (\$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Curriculum, International Education, *Physics, Science Curriculum, Science Education, Secondary School Science

Identifiers—Council for Cultural Cooperation, European Curriculum Studies

This publication in physics shows the wide diversity that still exists in teaching science at the upper secondary level. One section deals with the teaching aims of physics teachers as actually stated by different countries. These are listed in a table including a total of 53 items. A second table lists the official publications giving programs for teaching physics in the academic secondary school. A summary is presented comparing degrees of freedom of interpretation in the various countries related to structure and content of the syllabus for teaching physics. Detailed summaries of teaching methods are presented in one of the appendices. The terminal examination is discussed, and pertinent data are presented from the various countries. The role of physics in the curriculum and future trends are presented. An extensive bibliography is included, and sample examination questions from various countries are found in an appendix to the booklet. (EB)

ED 093 615 SE 017 082

Schweitzer, James P., Comp.

Directory of Marine Science Education.
Louisiana State Univ., Baton Rouge. Center for Wetland Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date May 73

Note—48p.

Available from—Louisiana State University, Center for Wetland Resources, Coastal Studies Building, Baton Rouge, Louisiana 70803 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Directories, Ecology, *Elementary School Teachers, Environmental Education, *Marine Biology, Middle Schools, Science Education, Science Teachers, *Secondary School Teachers

Identifiers—Marine Science Education

The purpose of this directory is to provide a national listing of marine science teachers in precollege education. With the directory, teachers can identify others who share similar interests. The introduction explains the apparent need for such a directory and the steps taken to produce it. The directory contains the names of teachers who responded to the authors of the project and who gave approval to being listed. It also contains some information about what individual teachers are doing in their marine science programs. The information is coded and an explanation of same is included; the directory is arranged in two parts. Part 1 is a listing of marine science teachers, K-12. Part 2 is an additional list of marine science education specialists, coordinators, consultants, and others who could be of help to schools which want to establish a marine science education program. (EB)

ED 093 616 SE 017 098

Millis, John S.

The Profession of Dietetics. The Report of the Study Commission on Dietetics.

American Dietetic Association, Chicago, Ill.

Pub Date 72

Note—110p.

Available from—The American Dietetic Association, 620 N. Michigan Avenue, Chicago, Illinois 60611 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Dietetics, Food, *Foods Instruction, Medical Consultants, *Medical Services, *Professional Education, Professional Services, Science Education

Identifiers—Study Commission on Dietetics

This publication is a report in response to the request of the American Dietetic Association and its foundation to study all aspects of dietetic practice, education, and professional organization. A brief summary of the major findings and recommendations is presented. Emphasis is placed on who and what are dietitians. The educational programs, present and future, are developed and discussed. In the appendices, details of integrated program in Medical Dietetics at the Ohio State University in 1971-72 is presented as well as a brief study of the availability of instructional resources required by the recommended undergraduate program developed and proposed by the study commission and presented in chapter 6 of the book. (EB)

ED 093 617 SE 017 099

Chapman, Robert D.

Comet Kohoutek, 1973-1974, A Teachers' Guide with Student Activities.

National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.

Pub Date Sep 73

Note—47p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Astronomy, *Earth Science, Instruction, *Instructional Materials, *Science Activities, Science Education, *Teaching Guides

This teacher's guide provides background information, curriculum source materials, and suggested class activities for class discussion and study. Information related to the discovery of the comet is presented as well as photographic and schematic pictures showing the sky through which the comet travels. Historical data regarding comets of the past and both ancient and modern views of comets is presented. The booklet presents a summary of the Comet Kohoutek events, a bibliography and a glossary. (EB)

ED 093 618 SE 017 100

Gerba, John Boulay, Paul

Alternative Futures and Environmental Quality. Working Papers.

Environmental Protection Agency, Washington, D.C. Office of Research and Development.

Pub Date Nov 73

Note—246p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.85)

EDRS Price MF-\$0.75 HC-\$1.40 PLUS POSTAGE

Descriptors—*Economic Factors, Economics, *Environment, Environmental Education, Environmental Influences, *Futures (of Society), Natural Resources, *Population Growth
Identifiers—*Environmental Protection Agency, EPA

This publication resulted from the perceived need for policy makers concerned with the quality of the environment to have information beyond that limited to rhetoric and crisis oriented material. A forum in which the ramifications of long-term viewpoints could be discussed and a mechanism for continuing dialogue between policy makers and ecologists, land use planners, economists, systems analysts, and human behaviorists of all persuasions were needed. Therefore the Environmental Studies Division, Washington Environmental Research Center, Office of Research and Development invited a number of experts to present their views on alternative futures, the environment, and the quality of life. Each speaker was asked to prepare comments in one of three research themes: The Nature of the Environmental Crisis, Zero Population Growth and the Environment, and Implications of Alternative Growth Policies on Environmental Quality. This book, which resulted from the papers and discussions at the forum, is divided into two parts. Part 1, Challenges of Alternative Futures, reviews the environmental and population issues, presents a recent systems method of analyzing the problems of growth and summarizes the international implications of growth policy. Part 2, Coping with Alternative Futures, presents human behavioral factors and their influence on growth policy. Classical and modern concepts of economics and implications for growth policy conclude the work. (Editors/PEB)

ED 093 619 SE 017 108

Hershey, John T. And Others

A Curriculum Activities Guide to Birds, Bugs, Dogs, and Weather and Environmental Studies. Volume 5. 2nd Edition.

Institute for Environmental Education, Cleveland, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Aug 73

Grant—OEG-0-71-4622; OEG-0-72-5105

Note—159p.

Available from—Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Biology, *Curriculum Guides, Environment, *Environmental Education, Field Studies, Instruction, Meteorology, *Science Activities, Science Education, Secondary School Students, Teaching Techniques

Identifiers—*Institute for Environmental Education

This material is one publication of a series of documents available from the Institute for Environmental Education (Cleveland) and consists of a curriculum activities guide to birds, bugs, dogs, and weather and environmental studies. The first edition of this material was prepared by the Documentation Task Force of Project KARE, Philadelphia, and was revised by personnel at the institute. The guide is intended for use by teachers and students until they feel sufficiently confident to prepare their own materials and is organized into three sections: Chapter 1 is on awareness activities, 2 on transitional activities, and 3 on operational activities. Awareness activities, developed with process skills in mind, are designed to orient students toward a concern for environmental problems and a realization that the problems are appropriate subjects for study. Transitional activities are directed toward real community concerns. Operational activities are integrated with community efforts to solve environmental problems. The guide's format is that of a questioning sequence, using questions to (1) lead to the activity, (2) initiate the activity, (3) continue the activity, (4) expand the activity, and (5) evaluate the activity. Teachers using the

guide are invited to use only those activities that are most appropriate to their situation. (PEB)

ED 093 620 SE 017 109

Han, S. S., Ed.

Proceedings of Symposium on the Implementation of Contemporary Biology in Dental Curriculum. Michigan Univ., Ann Arbor. School of Dentistry. Spons Agency—Proctor and Gamble Co., Cincinnati, Ohio.

Pub Date Jun 71

Note—171p.; Symposium held at the University of Michigan School of Dentistry (Ann Arbor, Michigan, June 1971)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Biology, *Curriculum, *Dental Schools, *Dentistry, *Higher Education, Instructional Design, Science Education, Speeches, Technology

Identifiers—Michigan

Presented are the proceedings of a symposium on the implementation of contemporary biology in dental curriculum, sponsored by the University of Michigan School of Dentistry. Approximately 180 dental educators, including 69 official delegates from every dental school in the United States, Canada, and Puerto Rico attended. The program aimed primarily at presenting some selected views on basic science subjects with the hope that such presentations would serve the immediate future as a common matrix for reference and evaluation by all concerned. The current status of basic science courses in the dental curriculum was described, new and pertinent areas of information relative to contemporary biology and dentistry were delineated, and problem areas were identified. The symposium was made up of four sessions: Major Advances in Fundamental Biology During Post-War Period, Current Status of Basic Science Courses in Dental Curriculum I, Current Status of Basic Science Courses in Dental Curriculum II, and Future Needs and Directions. (PEB)

ED 093 621 SE 017 114

Total Environment Education.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 73

Note—122p.; See ED 071 868 for the Pilot Study

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Administrator Guides, *Curriculum Design, *Curriculum Guides, Elementary School Students, *Environmental Education, *Integrated Curriculum, Program Development, Secondary School Students

Identifiers—Indiana

Presented is a description of a K-12 interdisciplinary design for environmental education programs developed by the Division of Curriculum of the Indiana system of public instruction. The publication is designed to assist administrators and their teaching staffs in developing meaningful environmental education curricula and related activities which focus on real life experiences in the local school community. Suggestions are provided for a plan to be followed in designing a K-12 multidisciplinary program. The material is divided into seven chapters: Environmental Education - What It Is, The State Environmental Education Design, Challenge to the Environmental Education Teacher, Local School Curriculum Development and Implementation, Model Environmental Education Units, Environmental Education Instructional Objectives, and Curriculum Resources. An Indiana school district, the New Albany-Floyd County School Corporation, has implemented this curriculum design but did not have dissemination materials available at the time this publication was prepared. (PEB)

ED 093 622 SE 017 130

Sanderson, Robert C.

Geometric and Applied Optics, Science (Experimental): 5318.04.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—27p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Instruction, *Instructional Materials, Light, *Optics, *Physical Sciences, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction presents a laboratory-oriented course which relates the sources and behaviors of light to man's control and uses of light. Successful completion of Algebra I and Plane Geometry is strongly recommended as indicators of success. The course is recommended if the student plans further studies in science, optical technology, or medicine. It is not recommended for physics or engineering majors. The booklet provides performance objectives and lists the relevant state-adopted texts. It provides a course outline and suggests experiments, projects, reports, field trips, speakers or resource people, discussion questions, and innovative activities. Also listed are relevant films available from the Dade County Audiovisual Center. Transparencies are also listed. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 093 623 SE 017 131

Coping With the Problems of a Technological Age, Part II.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73

Note—53p.; One of a series for expanded programs in Consumer Education; For Part I, see ED 084 160

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Consumer Education, *Curriculum, Environmental Education, Instruction, Instructional Materials, *Natural Resources, Science Education, *Secondary School Science, *Teaching Guides, Technology

This is another report in a series of programs dealing with the problems of a technological age. It is assumed that teachers will use both parts of this report. Part I deals with the problems of technology and how it affects our lives. It also discusses the energy crisis created, in part, by technology and deals specifically with coal and petroleum resources. Part II (this publication) continues the discussion of energy sources and relates them to each other. It begins with our resources of natural gas and continues with heating oil. The pollution problem raised by the automobile is considered. Attention is given to recycling materials. The benefits, as well as the disadvantages, of living in a technological age are considered. Consumer problems created by technology are considered. For each topic in this guide, desired student understandings are specified, pupil and teacher learning activities are suggested, and sources of information are cited. (EB)

ED 093 624 SE 017 141

Stallings, Everett Sherman, III

A Comparison of the Inquiry Behavior of ISCS and Non-ISCS Science Students as Measured by the Tab Science Test.

Pub Date 73

Note—157p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-21,358, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Inquiry Training, *Junior High School Students, *Science Course Improvement Project, Science Education, *Student Behavior, Student Characteristics, Teaching Procedures

Identifiers—Intermediate Science Curriculum Study, ISCS, Research Reports, Tab Science Test

The purpose of this study was to determine if any differences exist in inquiry skills between science students using the Intermediate Science Curriculum Study (ISCS) materials and those using a more traditional approach. The Tab Science Test was administered to seventh-, eighth-, and ninth-grade science students in both ISCS and non-ISCS groups. Each grade level was treated as a separate experiment. The test scores were subjected to analysis of covariance with IQ scores used as a blocking factor and the student's father's educational level as the covariate. No differences were found between the two groups in the seventh or eighth grade. A difference in favor of the non-ISCS group was found in the ninth grade. Differences in the clue question (in the Tab Test) selection were also investigated. This

difference was noted only in the ninth grade, with the ISCS students exhibiting fewer inefficient patterns of inquiry and more efficient patterns than the non-ISCS group. The ISCS program was used by the teachers involved did not produce clear gains in inquiry skills of students as measured by the Tab Test. However, the Tab Test reliability was low. Caution should be taken in interpreting results. (Author/EB)

ED 093 625 SE 017 144

Thiel, Robert Patrick

An Investigation to Develop a Probabilistic Equation of Performance in Relation to the Factors that Affect the Use of the Science Process Skill of Prediction by Elementary School Children.

Pub Date 73

Note—190p.; Ph.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-24,229, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Doctoral Theses, Educational Research, Elementary School Science, *Elementary School Students, Learning, *Learning Processes, *Prediction, Predictor Variables, Science Education

Identifiers—*Piaget (Jean), Research Reports

The two purposes of this study were: (1) to identify those factors that significantly affect the use of the science process skill of prediction, and (2) to construct and test a probabilistic equation, based on a competence-performance model of cognitive development that accounts for a child's performance on tasks involving the skill of prediction. Four factors were identified that might affect a student's performance on tasks involving prediction: (1) grade level, (2) type of rule used (seriation or classification), (3) stating or not stating a descriptive rule used, and (4) the number of attributes in each task. Six prediction tasks, developed by the investigator, were administered to 90 students, grades 3-5. By using a four factor ANOVA the type of rule and number of attribute factors were shown to be the factors significantly affecting student performance. An independent sample of 26 students, grades 4 and 5, was given the six tasks. Probabilities of success were determined and compared to predicted probabilities obtained from two equations, both based on a competence-performance model of cognitive development. A chi-square analysis revealed that both equations could account for the performance on the prediction tasks of the students in this study. Predicted differences in performance could not be detected. (Author/EB)

ED 093 626 SE 017 146

Yanoff, Jay Myron

The Effects of Open Teaching Styles on Involvement and Inquiry Activity of Elementary School Children.

Pub Date 73

Note—259p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,371, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Doctoral Theses, Educational Research, *Elementary School Science, Elementary School Students, *Open Education, Science Education, *Science Instruction, Student Centered Curriculum, Student Participation, Teaching, *Teaching Styles

The author's primary goal was to investigate the relative viability of different kinds of open teaching. Project Learn, an open elementary classroom, met all the criteria set forth to be called such and was selected for the study. The independent variables were: teacher-guided instruction, small-group instruction, and individual-oriented instruction. Each of three groups of students was taught by one of these methods. Three teachers, trained to use all of the styles, chose one for the study. Students chose the group they preferred according to the teacher style. The dependent variables were involvement and inquiry activity. Involvement was measured by a Post Meeting Feedback Questionnaire and an Activity Description Form. Inquiry activity was measured by Content Related Inquiry Tasks. Analyses of taped discussions at theoretically critical points

and the teacher's observations yielded data relevant to the effects of the three teaching styles. All three open styles appeared to be viable alternative roles for open classrooms. Each style has its own relative strengths and weaknesses. There seemed to be no relationship between the dependent variables of involvement and inquiry activity for this study. (Author/EB)

ED 093 627 SE 017 147

Abraham, Michael R.

Verbal Interaction in Science Inquiries by Homogeneous and Heterogeneous Small Groups. Pub Date 73

Note—186p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-24,276, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Chemistry, Classroom Communication, *Divergent Thinking, Doctoral Theses, Educational Research, *Inquiry Training, *Interaction, Science Education, Secondary School Science, Secondary School Students, *Verbal Communication
Identifiers—Research Reports

The verbal interaction of science inquiries in homogeneous and heterogeneous small groups was investigated in this study involving 106 students of chemistry from two schools in a large urban district. Films depicting chemical phenomena were presented. Students were then divided into small groups and asked to generate test hypotheses to explain the phenomena. Each student was placed in a homogeneous or a heterogeneous group according to his divergent thinking potential as measured by the Torrance Test of Creative Thinking in an attempt to see if such grouping would effect the amount and kind of verbal interaction. Student statements expressed during the inquiry were classified based on the "operations" parameters of Guilford's structure of the intellectual model using the Aschner-Gallagher instrument. Among the results were: (1) the verbal interactions of the individuals in the homogeneous and heterogeneous groups with high, medium, and low divergent thinking potentials were different from one another; and (2) the interactions of individuals in the heterogeneous group are different from those in the homogeneous group. (Author/EB)

ED 093 628 SE 017 149

Hill, Brenda Wallace

An Evaluation of Audio-Visual Slide/Tape Units and Teaching for Creativity in College General Chemistry Laboratory Instruction. Pub Date 73

Note—208p.; Ed.D. Dissertation, Auburn University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-21,761, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Instruction, *Chemistry, *College Science, Doctoral Theses, Educational Research, Instruction, *Instructional Media, Physical Sciences, Science Education, *Science Instruction
Identifiers—Research Reports

The major purposes of this study were to evaluate the effect of the use of slide/tape units as an instructional aid for the teaching of laboratory technique in the college general chemistry laboratory and to determine if special instruction in creativity would effect creativity in chemistry. The units were evaluated under three conditions of student use: (1 and 2) required and optional viewing prior to the laboratory in a resource center; (3) viewing during an in-the-laboratory presentation. Tests for evaluation of improvement in laboratory technique and creativity in chemistry were designed to assess student competency in these areas. Analysis of laboratory technique pre- and posttest scores indicated a significant improvement at the .05 level. Analysis of posttest scores indicated that three experimental sections excelled over a control section in laboratory technique at the .05 level of significance. Analysis of creativity pre- and posttest scores of all sections indicated a significant improvement. In the posttest scores no significant differences were detected. The findings of this study most likely to have long-range implications were thought to per-

tain to the students who used the slide/tape units on an optional basis. These students seemed to be good judges of their individual needs and selected instructional materials from which they received most benefit. (Author/EB)

ED 093 629 SE 017 151

Knapp, Clifford Edward

The Acquisition and Transfer of Botanical Classification by Elementary Science Methods Students. Pub Date 73

Note—112p.; Ph.D. Dissertation, Southern Illinois University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,697, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Botany, Classification, Doctoral Theses, Educational Research, *Elementary School Teachers, Instruction, Learning, *Preservice Education, Science Education, *Skills, Teacher Education
Identifiers—Research Reports

Investigated were two questions related to the acquisition and transfer of botanical classification skill by elementary science methods students. Data were collected from a sample of 89 students enrolled in methods courses. Sixty-two students served as the experimental sample, and 27 served as the control for the transfer portion of the research. In the classification skill development portion, the experimental group was taught over a 4-day period using a specifically designed instructional sequence. This included both training and components. An investigator-developed Twig Classification Test in two forms, one using actual specimens and the other using line drawings, was used. In the transfer portion of the study, both treatment and control groups were administered the Algae Classification Test to determine transfer effects of the instructional sequence on classification skill. Multiple linear regression was used to analyze the data. Treatment groups performed to a statistically significant degree better on the alternate forms instrument. The level of transfer of classification skill ability was also found to be statistically significant. (Author/EB)

ED 093 630 SE 017 159

Tomera, Audrey N.

The Measurement of the Transfer and Retention Abilities of Junior High School Students in Performing the Scientific Processes of Observation and Comparison. Pub Date 72

Note—110p.; Ph.D. Dissertation, Southern Illinois University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,714, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Junior High School Students, Learning, *Learning Processes, Retention, *Retention Studies, Science Education, *Transfer of Training
Identifiers—Research Reports

Investigated were two problems in science education, the retention and positive lateral transfer of the scientific processes of observation and comparison. Data for this study were collected from two junior high school settings, urban and rural. A total sample of 172 seventh- and eighth-grade students were instructed in the skills of observation and comparison using three-dimensional science objects. Samples were randomly assigned to two- or four-week training groups, review or no review treatments, and the instructional vehicles. The Scientific Observation and Comparison Skill Test—Twig or Algae Forms were used to measure achievement. Data were analyzed using the multilinear regression approach. Retention data were treated descriptively using the mean percent of retention from post- to delayed post-testing. Standard deviations and Pearson Product Moment correlations were also reported. Results of the study indicated that the skills are phenomenally retained over all time periods tested. There was no significant difference between samples receiving two and four weeks of instruction or between samples receiving the review treatment and those not receiving it. Mean percent of retention of transfer in all groups was extremely high. (Author/EB)

ED 093 631

SE 017 176

Taylor, Loren Eldon

Predicted Role of Prospective Activity-Centered Vs. Textbook-Centered Elementary Science Teachers Correlated with 16 Personality Factors and Critical Thinking Abilities. Pub Date 72

Note—169p.; Ed.D. Dissertation, University of Idaho

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-27,089, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Activity Learning, Doctoral Theses, Educational Research, *Elementary School Teachers, *Personality Assessment, Personality Studies, *Preservice Education, Science Education, Science Teachers, *Teacher Characteristics, Teacher Education
Identifiers—Research Reports

The purpose of this study was to identify the personal characteristics of prospective activity-centered elementary science teachers. Having established a method of identifying activity-centered versus textbook-centered teachers, the investigator established two groups respectively, using scores on the Predicted Role Measure (PRM) instrument for this grouping. Other instruments used to collect data were the 16 Personality Factor Questionnaire Form A, the Watson-Glaser Critical Thinking Appraisal Form Ym, and a specially devised background information sheet. Correlations were run between the tests and background information within the PRM groups using the Pearson product moment coefficient of correlation. Analyses of background factors were accomplished by employing the least squares analysis of variance. Conclusions stated included: (1) the personality factor of prospective activity-centered teachers that dealt with the continuum of affected by feelings—emotionally stable had the highest number of correlations of either group; (2) the activity-centered teachers were found to be more self-sufficient, more affected by feelings, and more suspicious. This group had significantly higher abilities to recognize inferences and assumptions as well as higher overall critical thinking abilities. (Author/EB)

ED 093 632 SE 017 208

Sedgwick, Irene, Ed. Watkins, Margaret, Ed.

An Environmental Education Guide for Administrators. Institute for Environmental Education, Cleveland, Ohio.

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date [74]
Note—43p.

Available from—Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106 (\$2.25)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Administrator Guides, *Environmental Education, Staff Utilization
Identifiers—*Institute for Environmental Education

This final report to the U.S. Environmental Protection Agency was prepared by the Institute for Environmental Education (Cleveland) in the form of an environmental education guide for administrators. The contents are divided into seven parts: Introduction, Environmental Education—What Is It?, The Responsibility for Planning, Training the Cadre, Special Considerations for an Environmental Program, Community Relations, and Where Can You Go From Here? The institute staff has prepared related publications: a teacher's guide, workshop manual, activities guide, and indepth case histories of replicable environmental studies, single topic reprints, non-written curriculum guide materials, and a monthly newsletter containing annotated bibliographies, activities, resource references, etc. (PEB)

ED 093 633 SE 017 209

Science 4-6. Kentucky's Environmental Education Program.

Kentucky State Dept. of Education, Frankfort.

Div. of Program Development.

Pub Date [73]

Note—119p.; See SE 017 210 for another unit in this series

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Elementary School Science, *Environmental Education, Instruction, Instructional Materials, Science Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—KEEP, *Kentucky Environmental Education Program

This unit of instruction for grades 4-6 is one of a series of curriculum units referred to as the Interdisciplinary Unit. Its purpose is to allow the individual teacher to expose the students to many experiences, ideas, and applications based on their environment (Kentucky). Each lesson is built on two basic concepts, each to balance the other. One concept is a positive statement and the other, its opposite. Each lesson has behavioral objectives and is developed in a three part sequence—showing, discussing, and applying the ideas and concepts of that lesson. The unit is considered as a model on which to build and expand, both for teachers and students. The basic concepts presented in this unit include air, water, land use, noise, and population. (EB)

ED 093 634 SE 017 210
Sights and Sounds 4-6. Kentucky's Environmental Education Program.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date [73]

Note—80p.; See SE 017 209 for another unit in this series

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Behavioral Objectives, Curriculum, *Elementary School Science, *Environmental Education, Instruction, Instructional Materials, Science Education, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—KEEP, *Kentucky Environmental Education Program

This unit of instruction for grades 4-6 is one of a series of curriculum units referred to as the Interdisciplinary Unit. Its purpose is to allow the individual teacher to expose the students to many experiences, ideas, and applications based on their environment (in this case, Kentucky). Each lesson is built on two basic concepts, each balancing the other. One concept is a positive statement and the other, its opposite. Behavioral objectives are given for each lesson. Each lesson is developed in a three-part sequence—showing, discussing, and applying the ideas and concepts of that lesson. The unit is considered as a model on which to build and expand, both for teachers and students. The basic concepts for this unit include those related to sights and sounds as they affect the quality of the environment. (EB)

ED 093 635 SE 017 211
Environments. Basic Edition. Science for Micronesia.

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 73

Note—92p.; See SE 017 212-214 for other units

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Elementary School Science, *Environment, *Environmental Education, *Grade 4, Science Activities, Science Education, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Micronesia

Presented is a teacher's guide to an elementary science unit designed for use with fourth grade, or higher, students in the Trust Territory of Micronesia. Although there is a degree of similarity to curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the vernacular language, this unit was prepared to be a companion unit to one concerning relative position and motion, with the two units involving the entire school year. The activities are designed for active student participation with the teacher acting as a guide. The unit involves the concepts of environment, environmental factor, range, and optimum range and the processes of observing, communicating, predicting, inferring, and recording. The guide contains information concerning objectives, teacher and student activities, rationale for the various activities, needed materials, teaching suggestions (pro-

vided on a day by day basis), and questions to be posed in class discussions. (PEB)

ED 093 636 SE 017 212
Material Objects. Basic Edition. Science for Micronesia.

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 72

Note—81p.; See SE 017 211-214 for other units

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Curriculum, *Elementary School Science, *Grade 1, *Physical Sciences, Science Activities, Science Education, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Material Objects, Micronesia

Presented is a teacher's guide for an elementary science unit designed for use with first grade students in the Trust Territory of Micronesia. Although there is a degree of similarity to the curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the vernacular language, it is suggested that this unit follow a free play unit and that it be used for about one half of the school year. The rationale for the period of free play is that children can gain experiences in sharing as well as in acquiring science and mathematics information through the free play activities. Activities are designed for active student participation with the teacher acting as a guide. This unit involves the concepts of object, attribute, material, change, and evidence and the science processes of observing, communicating, discriminating, and describing. The guide contains information concerning objectives, teacher and student activities, rationale for these activities, needed materials, teaching suggestions (provided on a day by day basis), and questions to be posed in class discussions. (PEB)

ED 093 637 SE 017 213
Populations. Basic Edition. Science for Micronesia.

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Note—132p.; See SE 017 211-214 for other units

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Biology, Curriculum, *Elementary School Science, *Environmental Education, Grade 3, *Population Education, *Population Growth, Science Activities, Science Course Improvement Project, Science Education, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Micronesia

This teacher's guide is for an elementary school science unit designed for use with third grade (or older) children in the Trust Territory of Micronesia. Although there is a degree of similarity to curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the vernacular language, it is recommended the unit be taught in conjunction with the unit on systems and variables, with these two units occupying the school year. The activities are designed for active student involvement with the teacher acting as a guide. The unit involves the concepts of populations, predator, prey, community, plant eater, animal eater, food chain, and food web and the science process skills of observing, communicating, predicting, inferring, and recording. The guide contains information concerning objectives, teacher and student activities, rationale for these activities, needed materials, teaching suggestions (provided on a day by day basis), and questions to be posed in class discussions. (PEB)

ED 093 638 SE 017 214
Systems and Variables. Basic Edition. Science for Micronesia.

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Note—82p.; See SE 017 211-213 for other units

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Curriculum, *Elementary School Science, *Grade 3, *Physical Sciences, Science Activities, Science Education, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Micronesia, *Systems

This teacher's guide is for an elementary school science unit designed for use with third grade (or older) children in the schools of the Trust Territory of Micronesia. Although there is a degree of similarity to curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the vernacular language, this unit was prepared to be a companion unit to one concerning populations, with the two units covering the school year. Activities are designed for active student involvement with the teacher acting as a guide. The unit involves the concepts of systems, variables, evaporation, temperature, and histogram and the science process skills of observing, communicating, predicting, inferring, and recording. The guide contains information concerning objectives, teacher and student activities, rationale for these activities, needed materials, teaching suggestions (provided on a day by day basis), and questions to be posed in class discussions. (PEB)

ED 093 639 SE 017 301
Bain, Trevor

Labor Market Experience for Engineers During Periods of Changing Demand.

Center for Policy Research, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-36-73-30-1

Pub Date Nov 73

Note—143p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Economic Change, Education, *Employment, Engineering, Government Employees, *Manpower Utilization, *Unemployment

Identifiers—Research Reports

This report was prepared to present reviews, synthesis, and evaluation of research studies and demonstration projects concerned with the labor market experience of unemployed engineers, particularly in aerospace-defense. It also includes a review and evaluation of national manpower efforts to aid the reemployment of unemployed engineers, scientists, and technicians as well as the state-of-the-art of forecasting the demand and supply of engineers and scientists. Recommendations for future public and private manpower efforts devoted to engineers' employment are presented. The report also includes a bibliography of the literature on the subject and an annotated bibliography of Office of Research and Development (ORD) programs. (Author/EB)

ED 093 640 SE 017 316
Rickard, Lawrence V.

Stratigraphy and Structure of the Subsurface Cambrian and Ordovician Carbonates of New York.

New York State Education Dept., Albany.

Pub Date 73

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Bibliographies, Earth Science, *Geology, Instruction, *Instructional Materials, *Maps, *Paleontology, Science Education

Identifiers—New York State Museum and Science Service

This publication presents a description of 137 wells in New York State and adjacent parts of Pennsylvania. Correlations with surface exposures are established. Maps and cross sections display the thickness, structure, and stratigraphic relationships of the carbonates described. A paleogeologic map of New York State at the end of the Early Ordovician is presented. Two distinct

series of rocks which comprise the Cambrian and Ordovician carbonates of New York are described and studied in detail. The monograph includes an extensive bibliography, several schematic figures and diagrams, and two appendices which give data relevant to the identification of control wells and subsurface data from control wells. (Author/EB)

ED 093 641 88 SE 017 329
Laboratory Science in Clover. Curriculum Guide Grades 4-7.

Clover School District, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—66p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Curriculum Guides, *Elementary School Science, Inquiry Training, Instruction, *Instructional Materials, Science, Curriculum, Science Education, *Teaching Guides

Identifiers—Clover School District, Elementary Secondary Education Act Title III, ESEA Title III, South Carolina

This curriculum guide provides a laboratory approach to teaching elementary school science. A set of both cognitive and affective objectives is presented. Beginning with grade level 4, conceptual schemes for each level, with accompanying subconcepts, are presented, and a complete list of behavioral objectives associated with the conceptual schemes is included. A list of suggested activities relating to the specific schemes is also included for each grade level. The program for grades 4, 5, and 6 is referred to as Experimental Science Program. For seventh grade, it is the Life Science Program. In this program emphasis is placed on the cognitive level of the learners. The program is planned on a modular basis, allowing different children to engage in different activities at the same time. Objectives and activities are cited, as well as reference resources. Desirable outcomes of the program are itemized. The guide includes special teaching hints, general safety practices, an exportability report, and an itemized implementation report. (EB)

ED 093 642 SE 017 334

Kaufman, W. Paul

Personal Inquiry in the Earth Sciences.

Pub Date 70

Note—129p.

Available from—T.S. Denison & Company, 5100 West 82 Street, Minneapolis, Minnesota 55431 (\$3.00)

Document Not Available from EDRS.

Descriptors—Astronomy, *Earth Science, *Geology, *Inquiry Training, Junior High School Students, Science Education, Secondary School Science, Supplementary Textbooks, *Workbooks

Designed as a basic workbook using the inquiry process or as a supplementary text in the classroom, this 129 page booklet is divided into five units: Moving in on the Earth From Space, The Earth's Great Bodies of Water, Composition of the Solid Earth, The Earth's Crust is Constantly Changing, and Studying the Earth's History. The exercises are aimed at providing students with an opportunity to work with earth science principles. Questions are designed to cause students to use reference information and logical reasoning to arrive at appropriate responses. (PEB)

ED 093 643 SE 017 348

Science Curricula of the Secondary Schools of Montgomery County [Pennsylvania]. A Status Report 1970-71.

Montgomery County Superintendent of Schools, Norristown, Pa.

Pub Date 70

Note—320p.; Report of a survey conducted by the Montgomery County Science Teachers' Association

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Curriculum, *Curriculum Research, Reports, Research, *Science Curriculum, Science Education, Science Facilities, *Secondary School Science, *Surveys

Identifiers—Montgomery County, Pennsylvania
This guide contains factual information about the status of science education in the public,

private, and parochial schools of Montgomery County, Pennsylvania. The content reveals an organization of material, grades 6-12, arranged alphabetically by district. The items of information are letter-coded, and a list showing the letter-code and its corresponding item is presented. The report represents 100 percent of the public schools and about 90 percent of the private and parochial schools. Information presented includes organization of the school, numbers of pupils, numbers of sections of pupils, and nature of groupings. Specific names of science courses being taught, number of teachers, training of teachers, and nature of the programs are also presented. Time and number of laboratory periods, nature of facilities, and average number of periods classes meet per week were also tabulated. Additional information was sought relevant to science department chairmen and science coordinators. A map depicting all the school districts in the county is included. (Author/EB)

ED 093 644 SE 017 356

Braun, L. And Others

Huntington II Simulation Program-POLUT. Teacher's Guide.

Brooklyn Polytechnic Inst., N.Y.; Digital Equipment Corp., Maynard, Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—7p.; Developed by the Huntington Computer Project

Available from—Program Library, Digital Equipment Corporation, Maynard, Massachusetts 01754 (\$0.30)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Programs, Ecology, *Environmental Education, Instructional Materials, *Pollution, *Secondary Grades, *Simulation, Teaching Guides, Units of Study (Subject Fields), Wastes, Water Resources

This teacher's guide is written to accompany the Huntington II Simulation Program - POLUT. POLUT is a program written in BASIC which provides simulation of the interaction between water and waste. It creates a context within which the user can control specific variables which effect the quality of a water resource. The teacher's guide provides information concerning features in the program and lists goals and suggested teaching activities. This package is designed for grade levels 10 through 12. (JP)

ED 093 645 SE 017 357

Braun, L. And Others

Huntington II Simulation Program-POLUT. Resource Handbook.

Brooklyn Polytechnic Inst., N.Y.; Digital Equipment Corp., Maynard, Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—28p.; Developed by the Huntington Computer Project

Available from—Program Library, Digital Equipment Corporation, Maynard, Massachusetts 01754 (\$0.50)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Programs, Ecology, *Environmental Education, Instructional Materials, *Pollution, *Secondary Grades, Simulation, Units of Study (Subject Fields), Wastes, Water Resources

Instructions for using the Huntington II Simulation Program - POLUT are contained in this resource handbook. POLUT is a program written in BASIC which provides simulation of the interaction between water and waste. It creates a context within which the user can control specific variables which affect the quality of a water resource. The output is in both table and graphical forms which help students gain insights into the interaction of water with dumped waste. Formulas for calculating variable effects are explained and a complete listing of the program is provided. Projects that may be developed around this computer activity are suggested and a list of references are given for additional resource material on water pollution. (JP)

ED 093 646 SE 017 363

Steffenson, Dave, Ed. And Others

Ethics for Environment: Three Religious Strategies. Proceedings of a National Conference (U-

niversity of Wisconsin—Green Bay, June 11-13, 1973).

Wisconsin Univ., Green Bay.

Pub Date 73

Note—137p.; A conference sponsored by: Faith-Man-Nature Group, Office of Environmental Education (HEW), University of Wisconsin—Green Bay, UWGB Ecumenical Center, and Wisconsin Environmental Education Council Available from—University of Wisconsin—Green Bay, UWGB Ecumenical Center, Green Bay, Wisconsin 54302 (\$2.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Conference Reports, *Ecology, *Environment, Environmental Influences, *Ethical Values, *Ethics, Land Use, Religious Factors

In an effort to promote and stimulate further dialogue and thought about the role of ethics and religion in the environmental movement, a conference entitled "Ethics for Environment: Three Religious Strategies" was held at the University of Wisconsin—Green Bay in June 1973. Conference participants explored the elements of the Christian tradition—as well as of the Eastern religious and the Native American outlooks—which could be applicable to contemporary environmental problems. In addition they sought to grapple with such questions as: Does the environment have rights? Should the church concern itself with environmental issues? What does a land ethic consist of? How can abstract ethical positions be applied to specific land use questions? The discussion of these questions is contained in the section, Reports of Value Task Groups. In addition, the five papers presented at this conference are included in the document. The titles of these papers are: The Role of Values and Ethics in Environmental Concerns; Reflections on the Alleged Ecological Bankruptcy of Western Theology; Eastern-Mystical Perspectives on Environment; Ethics for Environment: Native American Insights; and A Paradigm Case in Land Use Ethics: Door County, Wisconsin. (JP)

ED 093 647 SE 017 374

Swan, Malcolm D., Comp. And Others

Two Hundred or More Dissertations in ECO Education.

Northern Illinois Univ., Oregon. Lorado Taft Field Campus.

Pub Date Jan 74

Note—16p.; Taft Campus Occasional Paper No. 15

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Bibliographies, *Conservation Education, *Doctoral Theses, *Environmental Education, *Outdoor Education, *Reference Materials, Resource Materials

This document is a listing of 208 dissertations written in the areas of environmental education, conservation education, and/or outdoor education. These dissertations were written between 1930 and 1973, with most completed before 1960. (JP)

ED 093 648 SE 017 376

Hershey, John T., Ed. And Others

A Curriculum Activities Guide to Water Pollution Equipment and Environmental Studies, Volume 3.

Institute for Environmental Education, Cleveland, Ohio.

Pub Date Sep 73

Note—130p.

Available from—Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106 (\$6.75)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Activity Learning, *Curriculum Guides, *Environmental Education, Environmental Research, Equipment, *Laboratory Equipment, Pollution, Student Developed Materials, *Water Pollution Control, Water Resources

Identifiers—*Institute for Environmental Education

The purpose of this guidebook is to present instructions for constructing low-cost instruments for environmental studies. The instruments discussed were either adopted or designed by students who were presented with the problem of producing low-cost environmental monitoring equipment. This book is a sequel to A Curricu-

142 Document Resumes

lum Activities Guide to Water Pollution and Environmental Studies Volumes 1 and 2, but can be used independently of the guide. Information concerning the publication of the curriculum guide mentioned above is available in this document. (JP)

ED 093 649 SE 017 398

Energy, Environmental Education Curriculum.
Topeka Public Schools, Kans.

Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 74

Note—158p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Activity Learning, *Conservation Education, Curriculum, *Elementary Grades, *Energy, *Environmental Education, Instruction, Instructional Materials, *Unit Plan

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The material in this unit is intended to provide upper elementary students with basic information about: (1) what energy is, (2) where it comes from, (3) how we use it, and (4) ways we can more wisely use the energy available to us. By the completion of the study of this unit, a student should be well aware that any life style is closely related to the amount of energy available and being consumed. Objectives are listed in front of the unit followed by a cross-reference relating the objectives to the appropriate activities. Maps, charts, graphs, short articles, special activities, and other materials referred to in the various activities are included in the appendix. (JP)

ED 093 650 SE 017 406

Speert, Kathryn H., Ed. And Others

Proceedings: Association for Population/Family Planning Libraries and Information Centers (6th, New Orleans, Louisiana, April 24-25, 1973).

Association for Population/Family Planning Libraries and Information Centers, Chapel Hill, N.C.

Pub Date Dec 73

Note—156p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—*Conference Reports, *Family Planning, Information Retrieval, *Information Services, *Library Reference Services, *Population Education, Population Growth, Population Trends, Thesauri

The Sixth National Conference on Population/Family Planning (1973) sponsored by the Association for Population/Family Planning Libraries and Information Centers (APLIC), was held in conjunction with the annual meeting of the Population Association of America (PAA). This document contains reports on workshop sessions and papers presented at the conference. The workshop classifications were: Microfilm System for Population/Family Planning Libraries; Family Planning Information Centers; Scientific and Technical Information Centers; Thesaurus Development and Usage; Introduction to Computer Usage; Communication and Information Services; and Reference Sources and Computerized Bibliographic Retrieval. Other sections at the conference covered the following areas: Analysis of the Questionnaire on the Bibliography of Family Planning and Population; Information Sources for the 1970s; and The Dissemination of Population/Family Planning Information. (JP)

ED 093 651 SE 017 471

Situation Report—Laos, Malawi, Pakistan, Republic of Korea, Somali Democratic Republic, and Tunisia.

International Planned Parenthood Federation, London (England).

Pub Date Feb 74

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in six foreign countries are presented in these situation reports. Countries included are Laos, Malawi, Pakistan, Republic of Korea, Somali Democratic Republic, and Tunisia. Information is

provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth, and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, research and evaluation, program plans, government programs, and related supporting organizations. Bibliographic sources are given. (JP)

ED 093 652 SE 017 507

Rosier, Malcolm J. Williams, Wendy H.

The Mobility of Teachers of Science in Australia 1970-1972.

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Oct 73

Note—38p.; IEA Report 1973:7

Available from—Lawrence Verry, Inc., Mystic, Connecticut 96355

Document Not Available from EDRS.

Descriptors—*Educational Research, *Faculty Mobility, International Programs, Mobility, *Science Education, *Science Teachers, *Secondary School Science, Teacher Persistence

Identifiers—Australia, *IEA Science Project, Research Reports

In 1970 many Australian students, teachers, and schools participated in the International Association for the Evaluation of Educational Achievement (IEA) Science Project. The aim of the project was to measure the science achievement of students in Australia and 18 other countries, and to examine relationships between this achievement and various student, teacher, and school factors. This report describes a simple follow-up study of the science teachers who participated in the 1970 study by completing questionnaires about their teaching. In 1971 and again in 1972 the IEA schools were asked to indicate which of the participating teachers were still employed at the school, and the destinations of the teachers who had left. In this way, information was gathered on the stability and mobility of science teachers in Australia over a period of two years. Section 1 of the report outlines the samples and administration of the study. Section 2 provides estimates of science teacher mobility for the six Australian states and for different types of schools, and Section 3 presents an analysis of the teachers of science who, during the period under review, did not continue teaching in the schools where they were employed in 1970. (Author/JR)

ED 093 653 SE 017 539

Clark, William E., Ed.

Conservation Directory, 1974.

National Wildlife Federation, Washington, D.C.

Pub Date 74

Note—206p.

Available from—National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Agencies, Conservation Education, *Directories, *Ecology, *Environment, Environmental Education, Natural Resources, Wildlife Management

Identifiers—*National Wildlife Federation

The 1974 Conservation Directory is the 19th edition of a national comprehensive listing of organizations, agencies, and officials concerned with natural resources. It includes entries for about 1,400 organizations and over 7,000 individuals. Sections listing members of Congress, congressional committees, federal agencies, international, national, and interstate conservation organizations, and government agencies and citizen groups of the U.S. and Canada are presented. Additionally, a separate listing of U.S. and Canadian fish and game administrators, a guide to major college and universities offering professional conservation training, and index of periodicals and directories of interest, a list of some of the foreign governmental conservation/environmental offices and references to certain audiovisual and bibliographic materials are included. (JP)

ED 093 654

SE 017 549

Postlethwait, S. N. Mercer, Frank

Minicourses - What Are They?

Purdue Research Foundation, Lafayette, Ind.

Pub Date 72

Note—45p.; Study guide, instructor's manual,

cassette tape, and tape script

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Autoinstructional Methods, Instruction, Magnetic Tape Cassettes, *Programmed Texts, Science Education, *Self Help Programs, *Study Guides, Teaching Methods

Identifiers—*Minicourses, Postlethwait

This publication involves a minicourse designed to allow the student to acquire an understanding of minicourses as possible alternatives to the conventional unit of education. A brief history of the minicourse concept is presented and the nature of a minicourse is discussed. Various ways in which minicourses can be used are then explained. The flexibility and individualization which minicourses can provide are stressed. The package concludes with suggested guidelines for the development of self-instructional programs in the audio-tutorial format. An audiotape cassette is included along with a printed study guide. (PEB)

ED 093 655

SE 017 612

Buffalo, Jacquelin F.

Dynamic Nature of Atoms and Molecules, Science (Experimental): 5316.06.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—26p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Atomic Theory, *Chemical Equilibrium, *Chemistry, Instruction, *Instructional Materials, Kinetic Molecular Theory, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction deals with the study of both physical and chemical systems in equilibrium. It provides the student with instruction that will enable him to predict products in solubility, acid-base, and oxidation-reduction reactions and to write and balance equations for these reactions and solve problems involving equilibria constants. Students will gain more from this course if they have had some previous work in energy concept of atoms and molecules. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides a course outline; suggests experiments, demonstrations, projects, reports, speakers, and field trips; and presents a series of related mathematical problems. Films, film loops, filmstrips, and several reference books are recommended. A master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 093 656

SE 017 614

Plotts, Paul L.

Energy and Work, Science (Experimental): 5348.05.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—16p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Energy, Instruction, *Instructional Materials, Physical Sciences, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

This unit of instruction introduces the measuring of work, power, and energy; forms of energy; conversion and conservation of energy; and types of machines. It is a course suggested for the terminal science student. No requisites for prior course work are suggested. The booklet lists the state-adopted texts in the list of references. It states the performance objectives and the course outline. Experiments, demonstrations, projects, and problems are found in the booklet. Relevant films available from the Dade County Audiovisual

Center are listed, and a master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 093 657 SE 017 615

Scholz, Robert
Industrial Chemistry, Science (Experimental): 5316.07.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—23p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Chemical Industry, *Chemistry, Instruction, *Instructional Materials, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinquennial Program

This unit of instruction presents some important and interesting processes carried on daily in industry and which result in products with which the student is familiar. The student will be responsible for learning some reactions involving these chemical processes and the quantitative calculations of these reactions. Fractional distillation, metallurgy, plastics, and the chemistry involved in food processing are a few areas that are studied. It is a course set primarily for the student who is not college-bound. The booklet lists the relevant state-adopted texts and states the performance objectives for the course. It provides a course outline and suggests experiments, films available from the Dade County Audiovisual Center, sample problems, and discussion questions. Sources of free materials are listed as well as reference books and project work. A master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 093 658 SE 017 618

Petit, Ralph E.

Light Theory, Science (Experimental): 5318.05.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—28p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Instruction, *Instructional Materials, Light, *Physics, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinquennial Program

This unit of instruction deals with building models of light with emphasis on the particle theory, the wave theory, and the theory of possible duality. Successful completion of Algebra I and Plane Geometry is strongly recommended as indicators of success. The booklet lists the relevant state-adopted texts and provides a list of the performance objectives. It provides the course outline and experiments, demonstrations, projects, reports, field trips, innovative activities and related solved problems. Also listed are films available from the Dade County Audiovisual Center. Film loops and relevant transparencies are listed, as well as suggested discussion questions. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 093 659 SE 017 620

Ries, Wesley G.

Modern Physics, Science (Experimental): 5318.07.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—23p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Instruction, *Instructional Materials, *Nuclear Physics, *Physics, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinquennial Program

This unit of instruction is a survey course exploring the areas of nuclear physics, physics of modern discoveries, and their effects on the world of today. No prerequisites for prior course work, experience, or courses to be taken concurrently are required for enrollment. The booklet lists the relevant state-adopted texts and states the performance objectives desired. The course

outline is included along with experiments and/or demonstrations, activities, and problems. Resource people are suggested, and a list of films available from the Dade County Audiovisual Center is provided. Other materials, such as transparencies and film loops, are also listed. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (EB)

ED 093 660 SE 017 647

Green, Sammy Joe

A Comparison of the Earth Science Curriculum Project to the Lecture Method in Junior High School Science Classes.

Pub Date 72

Note—146p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31,999, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Concept Teaching, *Discovery Learning, Doctoral Theses, *Earth Science, Educational Research, Instruction, *Junior High School Students, Science Course Improvement Project, Science Education, *Science Instruction, *Teaching Methods

Identifiers—Earth Science Curriculum Project, ESCP, Research Reports

This study was designed to determine if students taking junior high school science would receive greater understanding and retention of science principles and procedures from the Earth Science Curriculum Project (ESCP) than would students taught general science via the lecture-demonstration method. No attempt was made to group the students (28 in all) by IQ. At the end of the fourth six-week period, both groups were given the Test on Understanding Science Form W. Teachers used in the ESCP sample had received training for the use of this curriculum. All teachers were certified to teach science at the junior high school level. A two way analysis of variance method was used to analyze the data. Each of the three parts of the TOUS was analyzed separately as well as the total test scores. In Area II and III of the TOUS and in the total test scores, there were significant differences at the .05 level in favor of the ESCP group. Analysis of test scores of lowest academic level students from each group revealed the lack of significance in any single area or total test scores, indicating that, for these students, neither of these methods was superior to the other. (Author/EB)

ED 093 661 SE 017 713

Situation Report—Bahamas, Bermuda, Bolivia, China, Costa Rica, Guadeloupe, Haiti, Hong Kong, Liberia, Mexico, Panama.

International Planned Parenthood Federation, London (England).

Pub Date Mar 74

Note—63p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in 11 foreign countries are presented in these situation reports. Countries included are Bahamas, Bermuda, Bolivia, China, Costa Rica, Guadeloupe, Haiti, Hong Kong, Liberia, Mexico, and Panama. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, research and evaluation, program plans, government programs, and related supporting organizations. Bibliographic sources are given. (JP)

ED 093 662 SE 017 716

The New Frontier. Linking Earth and Planets.

Issue No. 1-4.

Jet Propulsion Lab., Pasadena, Calif.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date 74

Note—16p.

Available from—Jet Propulsion Laboratory, Public Educational Services, 4800 Oak Grove Drive, Pasadena, California 91103 (no price quoted)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Aerospace Technology, *Earth Science, Instruction, *Instructional Materials, *Science Activities, Science Education, Technology

Identifiers—NASA Program

This publication includes four pamphlets providing background material for understanding the NASA program of planetary flights. Each issue presents student involvement activities as well as suggested reading lists. Issue 1 describes the innermost planets of the solar system. Issue 2 gives information about the evolution of the planetary system as well as specific notes on the planets Venus and Mercury. "Mission to the Inner Planets" is the title given to Issue 3. The Mariner 10 mission is described in some detail. Issue 4, "Venus and Mercury Encounters," describes Mariner 10's encounter with Mercury and Venus. (EB)

ED 093 663 SE 017 722

Holliday, William G.

Learning Interference and Imagery Considerations Associated with Science Diagrams and Prose Media.

Pub Date Apr 74

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974). A related document is SE 017 769

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Imagery, *Instructional Materials, *Interference (Language Learning), *Learning, *Secondary School Science

It was hypothesized that distinct conceptual relationships are better displayed in a unitary complex science diagram relative to a text description. A second hypothesis stated that the placement of a textual description adjacent to a unitary complex science diagram generally will divert the learners' attention to the theoretically less effective unit, the textual description. Adjunct verbal questions relative to a prose criterion posttest were used to facilitate the learners' inspection behavior. Two hundred seven high school biology students constituted the sample used in the experiments. Five treatment groups were formed: (1) word (black and white, block) diagram, (2) word diagram with prose, (3) picture-word (colored, stylized) diagram, (4) picture-word diagram with prose, and (5) prose. Four orthogonal comparisons of the means (p less than .05) supported the hypotheses. The word and picture-word science diagram treatments were independently more effective than a prose description and more effective than the multi-media or combination of the same diagram and prose. It was suggested that the effectiveness of certain multi-media science instructional presentations can result in learning interference. (Author/EB)

ED 093 664 SE 017 755

National Science Foundation Annual Report 1973.

National Science Foundation, Washington, D.C.

Report No.—NSF-74-1

Pub Date 73

Note—127p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.35)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Annual Reports, Mathematics Education, *Program Descriptions, Research, *Research Projects, Science Education, Sciences, Scientific Research, Teacher Education

Identifiers—*National Science Foundation

Statistics on the allotment of funds and descriptions of activities carried out under the auspices of the National Science Foundation (NSF) in 1973 are reported. Details are provided for activities in the categories of: (1) research project support, (2) national and international programs, (3) research applications, (4) science education

research and programs, and (5) science resources and policy studies. Among the appendices are a listing of staff, advisory committee, and panel members; details of organization changes and appointments; a financial report for 1973; a description of patents resulting from NSF-supported activities; a publications list; and a list of national research centers' contractors. (EB)

ED 093 665 SE 017 756

Hill, Barry H.

Marine Option Program. First Biennial Report.

Hawaii Univ., Honolulu. Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville,

Md. National Sea Grant Program

Report No.—UNHI-SEAGRANT-MS-73-02

Pub Date Jun 73

Note—70p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Curriculum, *Marine Biology, *Program Descriptions, Research, *Research Projects, Science Education, Science Programs, *Undergraduate Study

Identifiers—Marine Option Program, MOP

This report describes a marine studies program sponsored by the University of Hawaii. The publication presents the students' own stories of their experiences. An overview of the kind of program, student qualifications and requirements, and scope of the Marine Option Program (MOP) is included in the report. Details are provided relating to (1) the program's objectives, (2) its methods of operation, and (3) the progress it has made. The academic development, marine skill development, and extension of the program are discussed. A complete fiscal report is presented, both in descriptive and tabulated form, for the period March 1, 1972-August 31, 1973. (EB)

ED 093 666 SE 017 758

Nixon, Marie Castner, Jane

Guide to Graduate Departments of Geography in the United States and Canada, 1973-1974.

Association of American Geographers, Washington, D.C.

Pub Date 73

Note—251p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (\$1.00 for AAG member and prospective graduate students, \$2.00 for libraries and nonmembers of AAG)

Document Not Available from EDRS.

Descriptors—*Degree Requirements, *Geography, *Graduate Study, Guides, *Higher Education, *Program Descriptions, Surveys

This is the sixth edition of the Guide to Graduate Departments of Geography in the United States and Canada designed to assist college and university departments in answering the many inquiries received from students concerning graduate training in geography. It provides a comprehensive listing of information about requirements, course offerings, financial aid, and personnel for 138 colleges and universities. (JP)

ED 093 667 SE 017 769

Holliday, William G.

Differential Effectiveness of Two Science Diagram Types.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974). A related document is SE 017 722

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Cognitive Processes, Comprehension Development, Diagrams, *Educational Research, *Instruction, Pictorial Stimuli, Science Education, *Secondary School Science, Verbal Ability, Verbal Stimuli

Identifiers—Research Reports

Reported is an Aptitude Treatment Instruction (ATI) Study designed to evaluate the aptitude of verbal comprehension in terms of two unitary complex science diagram types: a single complex block word diagram and a single complex picture word diagram. ATI theory and research indicate that different effective instructional treatments tend to help some kinds of learners more than others. These findings have cost, facility, and personal implications for the design and implementation of science curriculums and the development of individualized instructional programs. Eighty-

two high school science subjects were randomly assigned to a word or word-picture diagram (i.e., pathway or cyclic schema with adjunct questions) treatment. Multiple regression analysis of posttest scores (predictors: verbal ability and pretest scores) supported the a priori hypothesis that low verbal subjects seemed to benefit from certain verbal and pictorial referents. Higher verbal ability subjects appeared to be less dependent on the investigated pictorial referent type in terms of the verbal (nonpictorial) criterion test. (Author/PEB)

ED 093 668 SE 017 774

Gallagher, James Joseph

Curriculum Research and Development at a New Senior University.

Pub Date 16 Apr 74

Note—13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Programs, *Curriculum Development, *Integrated Curriculum, *Program Descriptions, Science Education, *Upper

Division Colleges

Identifiers—Governors State University

In July 1969, Governors State University was created by an act of the legislature of the State of Illinois and, since then, has become operational. This paper is a report on curricular research and development at Governors State University, with a discussion of special emphasis factors and processes which have influenced work in the area of curricular research and development. The information presented focuses on the College of Environmental and Applied Sciences which has a program organized on interdisciplinary, problem-focused lines and which includes concentration at the baccalaureate and masters levels in science, science teaching, and health science. Instruction is performance-based and criterion-referenced. The student population includes transfer students from a wide range of community colleges and four year institutions and involves the broad spectrum of people found in metropolitan areas, especially from low-middle income and minority families. (Author/PEB)

ED 093 669 SE 017 784

King, Leslie A. Szabo, Michael

Individualization of Physics for Increased Enrollment Through Modern Instructional Techniques.

Pub Date Mar 74

Note—16p.; Paper presented at the National Convention of the National Science Teachers Association (22nd, Chicago, Illinois, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Curriculum Development, *Individualized Instruction, Individualized Programs, *Physics, *Program Descriptions, Science Education, *Secondary School Science

Identifiers—*Project Physics

Presented is a description of a physics program format used, with a high degree of success, at Boyertown Area Senior High School in Pennsylvania. The program features integration of desirable curriculum innovations such as individualization with a recognized curriculum (Project Physics) while maintaining the quality of a solid first year physics course. The program utilizes trained student assistants, behavioral objectives, progress level testing, and mastery learning to achieve an optimum degree of individualized physics instruction. (Authors/PEB)

ED 093 670 SE 017 792

Rosier, Malcolm J.

Variation Between Australian States in Science Achievement.

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Aug 73

Note—28p.; IEA Report 1973:5

Available from—Lawrence Verry, Inc., Mystic, Connecticut 06355

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Educational Research, International Programs, *Performance Factors, *Science Education, *Secondary School Science, Success Factors

Identifiers—*Australia, IEA Science Project.

Research Reports

In 1970 many Australian students, teachers, and schools participated in the International Association for the Evaluation of Educational Achievement (IEA) Science Project. The aim of the project was to measure the science achievement of students in Australia and 18 other countries, and to examine relationships between this achievement and various student, teacher, and school factors. In this report, the IEA data are used to examine science education characteristics and variations in science achievement between the six Australian states. From this investigation of the conditions under which science is taught in Australian schools, there emerges a clear picture of a cluster of factors which influence the science achievement of students. Taken together, these factors indicate that effective learning of science takes place in a consistent school environment where students receive competent, systematic instruction in carefully structured science courses. Students obtain higher science scores at schools where they spend more time on science learning, both at school and as homework, where their teachers spend more time on preparation of lessons, and where the school supports teachers with laboratory assistants and other ancillary staff. The report concludes that both schools and teachers do make a difference in the learning of science. (Author/JR)

ED 093 671 SE 017 794

Rosier, Malcolm J. Williams, Wendy H.

The Sampling and Administration of the IEA Science Project in Australia 1970: A Technical Report.

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Dec 73

Note—75p.; IEA Report 1973:8

Available from—Lawrence Verry, Inc., Mystic, Connecticut 06355

Document Not Available from EDRS.

Descriptors—*Educational Research, *International Programs, *Program Administration, Research Methodology, Research Projects, *Sampling, *Science Education, Secondary School Science

Identifiers—Australia, *IEA Science Project

In 1970 many Australian students, teachers, and schools participated in the International Association for the Evaluation of Educational Achievement (IEA) Science Project. The aim of the project was to measure the science achievement of students in Australia and 18 other countries, and to examine relationships between this achievement and various student, teacher, and school factors. This report presents details of the procedures used to gather the Australian data for the IEA Science Project. Section 1 describes the theory underlying the sampling, and the practices adopted in drawing the samples. Special attention is given to the nature and importance of sampling schools with probability proportional to their size, and to the need to allow for the clustering of students within schools. Section 2 describes the activities involved in the administration of the study, and preparation of data for processing. These activities are described in considerable detail, to provide both a record of the administrative procedures and a framework for researchers wishing to conduct similar large-scale surveys. (Authors/JR)

ED 093 672 SE 017 795

Keeves, John P.

Variation Between Countries in Science Achievement.

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Aug 73

Note—36p.; IEA Report 1973:10

Available from—Lawrence Verry, Inc., Mystic, Connecticut 06355

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Comparative Education, *Educational Research, International Programs, *School Holding Power, Science Education, *Secondary School Science

Identifiers—Australia, *IEA Science Project, Research Reports

This paper reports comparisons between the science achievement of students in 19 countries

based upon a survey conducted in 1970 by the International Association for the Evaluation of Educational Achievement (IEA). The mean level of achievement of the students in each participating country is examined in relation to both opportunity to learn the content tested, as stated by the teachers in the schools, and to the holding power of the school system. In addition, growth in science achievement test scores from one level to the next is examined across countries with respect to holding power and to indices of social selectivity of the educational system. Examined is the issue of whether holding a higher proportion of the students at school to the terminal stage is associated with a decline in the performance of the top 1 percent, 5 percent, and 9 percent of the age group. Particular emphasis is placed upon the performance of Australian students relative to the level of achievement in other countries. Since the evidence indicates a higher standard of science education in Australia, the author concludes that the future development of science courses in that country should rely less on imported products and more on materials prepared to suit Australian needs. (Author/JR)

ED 093 673 SE 017 818

Jamason, Barry W.
Living Within Our Means: Energy and Scarcity. Environmental Education Instructional Activities K-6.

New York State Education Dept., Albany. Office of Instructional Services.
Pub Date [74]

Note—83p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Activity Learning, *Elementary Grades, *Environmental Education, *Instructional Materials, Language Arts, Mathematics, *Objectives, Sciences, Social Studies, *Teaching Guides

This booklet is a source of activities and instructional materials for teaching environmental education concepts in grades K-6. Contents are organized into the areas of language arts, mathematics, science, and social studies and are subdivided by suggested grade level. A listing of basic environmental understandings is referenced with the various activities. (LS)

ED 093 674 SE 017 918

Johnson, Carol, Comp. Smith, Jacqui, Comp.
Directory of Environmental Literature and Teaching Aids.

Council for Environmental Education, London (England).
Pub Date [73]

Note—171p.

Available from—The Council for Environmental Education, 26 Bedford Square, London WC1B 3HU

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Classroom Materials, *Directories, Ecology, *Environmental Education, Guides, Information Sources, *Instructional Materials, *Resource Guides, *Resource Materials, Resources

The Council for Environmental Education has produced this document listing environmental literature and teaching aids (DELTA version). Included are the first four of the supplements which will be issued at intervals to keep Delta up to date. The directory includes lists of books, films, filmstrips and slides, posters, games and study kits. The lists are comprehensive, but not exhaustive. However, this directory should form a useful starting point for anyone looking for material for courses on conservation, pollution, or any form of environmental education for pupils from age 5 upwards. (JP)

ED 093 675 SE 017 926

Baines, Thomas

A State General Master Plan for Developing Environmental Education Programs in North Carolina.

Governor's Task Force on Environmental Education, Raleigh, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Mar 74

Grant—OEG-0-72-5041

Note—124p.; Includes Supplements A and B

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Environmental Education, Evaluation, Guides, Interdisciplinary Approach, Objectives, *Program Development, *Program Guides, *Statewide Planning
Identifiers—*North Carolina

This is a report of the planning and development of environmental education programs in North Carolina. Areas discussed are the need for cooperative planning, goals and objectives, and existing programs in scientific and technical training, in public and professional education, and in public agencies. Limitations are noted and specific recommendations for a dynamic statewide plan are given. A complete timetable for the coordination of proposed phases is given, complete with specific objectives and strategies to be evaluated. A supplement lists various federal, state, and private agencies that might be of aid in implementing environmental education programs. (LS)

ED 093 676 SE 017 941

Activity Centered Math Program.

Caesar Rodney School District, Camden-Wyoming, Del.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—12p.; Not available from EDRS due to marginal legibility of original document

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, 1800 Cannon Drive, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Activity Learning, *Elementary School Mathematics, *Inservice Teacher Education, Manipulative Materials, Mathematics Education, Objectives, *Program Descriptions, *Program Development, Teaching Techniques
Identifiers—Elementary Secondary Educational Act Title III, ESEA Title III

This report describes the attempt of one school district to improve its elementary mathematics program. The program was modeled after the Nuffield project with an emphasis on activity learning. The report outlines objectives, materials, facilities, and teacher education procedures. Some descriptive statistics are presented which are used to substantiate the claim that the activity-centered program has produced acceptable results. Conclusions and further recommendations are included. (LS)

ED 093 677 SE 017 974

McCabe, Robert H., Ed. And Others

Integrated Pest Management. A Curriculum Report.

Kirkwood Community Coll., Cedar Rapids, Iowa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 73

Note—323p.

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Agriculture, *Curriculum, *Environmental Education, *Guides, *Higher Education, Program Descriptions, Public Health, Resource Materials, *Secondary Education, Teaching Guides

This book consists of materials prepared for a conference aimed at developing courses of study in Integrated Pest Management appropriate for use at several levels: secondary schools, MDTA programs, community colleges and technical institutions, baccalaureate programs, and master's and doctoral level programs. The first section (Background Papers) provides concise summaries of particular approaches to pest management and of specific approaches to pest management used in particular locales. The second section (Important Components) includes materials that can be used as a supplement to, or as part of, programs in Integrated Pest Management. The contents include material on career education, core courses or curriculum in environmental education, and a short course in Integrated Pest Management. The third section (Educational Programs) contains outlines for courses of study in Integrated Pest Management appropriate for use at secondary and higher educational levels. (DT)

ED 093 678 SE 017 982

Eden, R. A.

Higher Education Programs in Environmental Education in Great Britain.

University of Western Ontario, London.

Pub Date Aug 72

Note—55p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Curriculum, *Environmental Education, *Higher Education, Inservice Teacher Education, Preservice Education, *Program Descriptions, *Teacher Education
Identifiers—*Great Britain

Approaches to the study of the environment are first discussed in general, then recommendations are made to include environmental education topics in preservice teacher training for primary, secondary, and higher education levels. Inservice education courses are considered briefly. Appendixes include details of program descriptions for environmental education degree courses at two schools; a survey of subjects studied in environmental education courses at 55 schools; a description of environmental studies at two colleges of education; and an analysis of inservice activities available, in terms of workshop sessions, courses, and conferences, and higher degree programs for experienced teachers. (DT)

ED 093 679 SE 017 983

Engel, John D.

A Study of Teacher Competencies.

Delaware State Dept. of Public Instruction, Dover; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 73

Note—74p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$1.00, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Educational Research, *Performance Based Teacher Education, Preservice Education, *Questionnaires, Surveys, *Teacher Education
Identifiers—*Del Mod System

The piloting of a questionnaire concerning teacher competency and the outlining for a future study on determining teacher role are described in this document. The background of the performance-based teacher education movement and its psychological underpinnings are discussed. A list of 150 teacher activities and a partially annotated bibliography of 119 citations are included in the appendices. (DT)

ED 093 680 SE 017 984

Abell, Herb And Others

Mount Pleasant Intermediate School Curriculum Project.

Delaware State Dept. of Public Instruction, Dover; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 30 Jun 74

Note—23p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$1.00, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Biology, *Curriculum, *Curriculum Guides, *Grade 6, *Grade 7, Instruction, Program Descriptions, *Science Education
Identifiers—*Del Mod System

This document contains the outline of a science curriculum for grades six and seven. General objectives for science education are listed, then a general course overview, a content outline with suggested time allotments, and unit objectives are provided for both the sixth and seventh grade courses. The primary focus of the suggested sixth grade course of study is the development of basic inquiry skills; content covered includes topics from physical science, chemistry, life science, and coastal environment. The seventh grade program is designed to reinforce the basic concepts taught in grade six and to focus on the earth, life, and physical science areas. (DT)

ED 093 681 SE 017 989

Freund, John Dean, Ed.

Metropolitan Environmental Education Resources Study.

Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.; Worthington Exempted Village School District, Ohio.

Pub Date [74]

Note—137p.; See ED 056 878 for related document

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—*Curriculum, *Educational Research, Elementary School Science, *Environmental Education, *Field Trips, Grade 5, Instruction, Instructional Materials, Learning Activities, Outdoor Education, Program Descriptions, *Projects

Two major objectives of the Metropolitan Environmental Education Resources Study were: (1) to produce a directory of sites around Columbus, Ohio, having fieldtrip potential; and (2) to test the validity of the concept that field trips are a useful method in aiding student educational growth. The first section of this document relates the history of the project. The second section consists of the teaching materials used at the fifth grade level, including a critical thinking unit about the environment and field trip observation sheets. The next section describes the preparation of the test instrument and the testing procedures used in the study, and includes a copy of the test instrument. The final section presents the set-up and analysis of the study concerned with using field trip activities with fifth grade students. The author concludes that students in the treatment group involving field trips showed significant changes from pretest to posttest. (DT)

ED 093 682 SE 017 990

Lamb, William G.

A Sourcebook for Secondary Environmental Education.

Texas Univ., Austin. Science Education Center.

Pub Date [73]

Note—117p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Bibliographies, *Curriculum, *Environmental Education, Instruction, *Instructional Materials, Learning Activities, Literature Reviews, Science Fiction, *Secondary Grades, Secondary School Science, Teaching Guides

The first sections of this document include a discussion of the general characteristics and general objectives of environmental education and of criteria for choosing environmental education materials for classroom use. The final chapter is a guide to resources for environmental education at the secondary level. Annotated bibliographies of written and of audiovisual materials are provided. Curricular materials are reviewed and are classified under four headings: Semester and Full-year Courses, Modules and Mini-courses, Field Trip Guides, and Games and Simulations. Eighteen addresses for sources of games and simulations are listed. The final section discusses the use of science fiction as a classroom tool and provides an annotated list of science fiction stories with environmental themes, an annotated list of special resources, and a list of bibliographies of sources for science fiction studies. (DT)

ED 093 683 SE 017 991

Foy, Jane Loring

Futurism.

Pub Date 73

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Ecology, *Educational Research, *Environmental Education, *Futures (of Society), *Surveys

The objectives of this research report are to gain insight into the main problems of the future and to ascertain the attitudes that the general population has toward the treatment of these problems. In the first section of this report the future is explored socially, psychologically, and environmentally. The second section describes the techniques used to survey a random sample of 32 people concerning their attitudes toward problems of population, transportation, pollution, conservation, and social responsibility. A copy of

the 15-item survey accompanies the report and analysis of the survey results. The author infers that respondents show a good attitude toward reconciliation of the population problems generally, but hesitate to give up specific privileges to solve environmental problems, especially those in the realm of traffic conditions. (DT)

ED 093 684

SE 018 000

Chao, Chin Chi

A Study of Conceptual Elements Involved in Two Physics Terms for Students of Different Cultural Backgrounds.

Pub Date 74

Note—249p.; Ph.D. Dissertation, Ohio State University

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—Concept Formation, *Cross Cultural Studies, Cultural Differences, Cultural Factors, *Doctoral Theses, *Educational Research, Learning, *Physics, *Secondary School Science

This study attempted to ascertain if the elements perceived in the physics concepts of mass and weight differed for students of different cultural backgrounds. Responses of two matched groups of 19 students each, one from the United States and the other from Taiwan, were studied; students were given word association tests and a physics problem set and were asked to rank the level of importance of conceptual elements. Results of the analysis of characteristics of conceptual elements showed no significant differences for students within the same culture. The understandings of the concepts of weight and mass by the two groups were comparable, and the importance of problem-related conceptual elements was perceived similarly by both groups. Significant differences between groups were found for the word association tests, with Taiwan students associating more physical science and problem-related conceptual elements with the stimulus words "mass" and "weight." Findings also showed that Taiwan students were more influenced by the problem set, were less divergent in their responses to the stimulus work "mass," and showed more memorization than did the students from the United States. (Author/DT)

ED 093 685 SE 018 004

Ditton, Robert B. Johnsen, Per K.

A Survey of Recreation Behavior and Attitude Patterns of High School Juniors and Seniors: Implications for Environmental Education and Resource Management.

Wisconsin Univ., Madison. Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date Feb 74

Note—15p.; Sea Grant Advisory Report No. 5; See ED 088 699 for related document

Available from—Sea Grant Communications Office, 1225 West Dayton Street, Madison, Wisconsin 53706

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Athletic Activities, *Attitudes, *Community Surveys, Environment, *Environmental Education, Environmental Influences, Grade 11, Grade 12, *Recreation, Surveys, *Water Resources

In this study, the behavior and attitude patterns of high school juniors and seniors in northeastern Wisconsin have been examined with respect to recreational activities and water quality conditions. Most popular activities were identified in order as swimming, boating, fishing, waterskiing, sailing, and duck hunting. Location of participation in water-based recreational activity was determined and variables pertinent to participation/non-participation were examined. Water quality evaluations by the students indicated that they seemed to be more concerned with the cosmetics of water quality (dead fish, unpleasant smell, and "junk at the bottom") than by harmful bacteria or chemicals in the water. The authors see the findings of the study as indicating that while students may be concerned, they do not seem to exhibit a level of environmental knowledge beyond that of the rest of the population even though their schools had recently made intensive environmental education efforts. (DT)

ED 093 686

SE 018 006

Reynard, Dale C.

Computer Programs for Chemistry Experiments I and II.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date 24 Sep 73

Note—50p.; Not available in hardcopy due to marginal legibility of original document

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$1.00, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Chemistry, *Computer Assisted Instruction, Curriculum Guides, Instruction, *Instructional Materials, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Del Mod System

This unit of instruction includes nine laboratory experiments. All of the experiments are from the D.C. Health Revision of the Chemical Education Materials Study (CHEMS) with one exception. Program six is the lab from the original version of the CHEMS program. Each program consists of three parts (1) the lab and computer hints, (2) the description of a sample run, and (3) the actual sample run. The programs may be used as a check for actual student calculations or where the mathematics seems extremely difficult, for running the actual program. To use these programs with understanding, suggested reference materials are listed. A cross reference list for each of the programs is included in the manual indicating the code, the Health curriculum lab number and the Freeman lab number. Concepts covered include: (1) Masses of Equal Volumes of Gases, (2) Cooper-Silver Nitrate Reaction, (3) Conservation of Mass, (4) Formula of a Hydrate, (5) Reaction of magnesium Equilibrium, (8) Acid-Base Titration, and (9) Molar Concepts. (EB)

ED 093 687

SE 018 008

Seaford School District Science Guide.

Delaware State Dept. of Public Instruction,

Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date 73

Note—100p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$2.00, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Curriculum Guides, *Elementary School Science, General Science, Instruction, *Instructional Materials, *Junior High School Students, *Kindergarten, Psychomotor Skills, Science Education, Scientific Concepts, Teaching Guides

Identifiers—*Del Mod System

This monography presents the concepts to be presented, the psychomotor skills through to pertain to all the concepts, the process skills required, and the values and attitudes hoped to be developed for a science curriculum, K through 8. A list of suggested field trips accompanies each syllabus. At the kindergarten through grade 6 levels, scientific concepts are presented concerning Animal and Plant Biology, Health and Nutrition, Earth and Space Science, Matter and Energy, as well as some general concepts of Measurements. A more detailed course outline is presented for levels seven and eight. In level seven, greater emphasis is placed on such concepts as Evolution, Genetics and Interdependency, in the biological sciences and Forms of Energy, and Simple Mechanics for the physical sciences. Attention is given to careers in science, great names in science and the measurement system in both levels seven and eight. The psychomotor skills, process skills and affective skills suggested are also directed toward both

levels. Earth and Space science, including Oceanography, is developed as level eight. (EB)

ED 093 688 SE 018 010
Logan, Barbara

Manual for Substitute Science Teachers.
Delaware State Dept. of Public Instruction,
Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—NSF-GW-6703
Pub Date Sep 73
Note—57p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$1.00, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Curriculum Guides, Effective Teaching, Instruction, *Instructional Materials, Science Education, *Science Teachers, Secondary School Science, *Substitute Teachers, *Teaching Guides

Identifiers—*Del Mod System

This monograph is a handbook, consisting of twelve lesson plans based on the inquiry skills, to be used by substitute teachers for science classes. For effective use of the program, materials needed to implement the various lessons must be available and the substitute teachers who will be using these materials must be trained. The objective for each lesson is presented as well as the materials needed and the procedure to be followed. Where deemed necessary, special Teacher Notes are provided to help the substitute teacher maintain student interest and attention and make the lesson a worthwhile learning experience. Lessons presented include such concepts and/or scientific processes as observation, classification, measurement, graphing and mapping. (EB)

ED 093 689 SE 018 012
Knight, Carlton W., II

General Science Instructional Strategies: Leadership Guide.

Delaware State Dept. of Public Instruction,
Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—NSF-GW-6703
Pub Date 73
Note—119p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$2.50, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*General Science, Inservice Teacher Education, Instruction, *Instructional Materials, Preservice Education, Questioning Techniques, Science Education, *Science Teachers, Student Teachers, *Teacher Behavior, *Teacher Education

Identifiers—*Del Mod System

This monograph presents six auto-tutorial units designed to be used by instructors who wish to improve their science teacher strategies. Emphasis is placed on the development and application of simplified objective classroom data gathering techniques. The population that could be served by their use includes: (1) Regular Elementary Teachers, (2) Undergraduate Preservice Teachers, (3) University Methods Instructors, (4) Supervisors of Student Teachers, (5) Student Teachers, and (6) Cooperating Teachers. Each unit is entirely self-contained. It includes an instructor's manual, participant study guide and the related video-taped materials. They can be used by individuals or by larger groups, under the direction of a workshop leader. Unit one serves to establish the background rationale and outlines the procedures for using the other units. In each unit, an introduction, a practice session, a critique procedure and a summary constitute the format. These units are: The Behavioral Analysis, The Question Directional Flow, The Question Response Time, The Response Reinforcement, and The Discipline and Verbal Control. A Leadership Guide is presented which focuses upon the technical and procedural aspects of presenting the Instructional Strategies package. (Author/EB)

ED 093 690 SE 018 013
Schmalhofer, Ed. And Others

Biology 306: Measurement and Instrumentation.
Delaware State Dept. of Public Instruction,
Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—NSF-GW-6703
Pub Date 21 Jan 74
Note—100p.; Page 42 not reproduced due to marginal legibility

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$2.00, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Biology, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Del Mod System

A nine-week prerequisite course for biology students is presented in this monograph. A course outline is presented to provide the student with some idea of the topics and activities that he will encounter. A suggested pretest is included in the monograph which covers 32 objectives. Three Learning Activity Packages are presented. Package A - Introduction to Biology - includes suggested films, readings, lectures and written assignments to develop the meaning of biology, the history and importance of biology, the branches of biology and scientific methods. Package B - Introduction to Instrumentation - presents laboratory equipment and its use with greatest emphasis on optical instruments. Learning Package C - Introduction to Metric Measurement - includes reading assignments, experiences in measurement, and quizzes on this particular concept, as well as on the use of the Bunsen Burner and the thermometer. Four enrichment activities and four remedial activities are suggested and developed. Each of the Learning Activity Packages has 10-12 behavioral objectives. These are itemized and presented for the student and constitute the basis for all pre- and post-test items. (Author/EB)

ED 093 691 SE 018 014
Lewis, Robert E.

The Geology of Delaware Coastal Environments.

Delaware State Dept. of Public Instruction,
Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—NSF-GW-6703
Pub Date 30 Jun 73
Note—69p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$1.00, make checks payable to the Del Mod System)

Document Not Available from EDRS.

Descriptors—Earth Science, Environmental Education, Geology, Instruction, *Instructional Materials, *Manuals, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Del Mod System

This teachers' manual provides model classroom lessons in earth science. It is specially designed to be used with John C. Kraft's A GUIDE TO THE GEOLOGY OF DELAWARE'S COASTAL ENVIRONMENT. The lessons suggest an approach for using the guide in the science classroom and in field studies. The manual can be used as a complete unit, or individual portions could be used to introduce or supplement a program. For each lesson a suggested time period is given, materials needed are suggested and teacher notes are included. Lessons are developed to present such topics as Washover Barriers, Salt Marshes, Well Logging, Sand Dunes, A Historical Analysis of Cape Henlopen, and What's Ahead for the Delaware Coast. Field trips are suggested with detailed information for the preparation of these field trips. References, audiovisual aids, maps, and a glossary are included in the booklet. A test on the Geology of Delaware's Coastal Environment is presented. (EB)

ED 093 692 SE 018 015
Cleveland, Winston E.

Newtonian Mechanics for Elementary School Teachers.

Delaware State Dept. of Public Instruction,
Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—NSF-GW-6703
Pub Date 73

Note—65p.; After September 1, 1974 no copyright shall subsist or be claimed in this work and it shall constitute material in the public domain

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$1.50, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Elementary School Science, Instruction, *Instructional Materials, *Physics, Science Education, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Del Mod System

This monograph presents a module that introduces Newtonian Mechanics and related Science - A Process Approach (SAPA) materials. The activities are designed to give the necessary background for understanding the physics involved with the SAPA exercises relevant to this topic. The module is designed so that it can be used with individualized format. It is not designed to be used on a completely independent basis. Three of the topics presented, Using Space/Time Relationships, Predicting, and Measuring, are taken directly from Science - A Process Approach/Part E. Other topics include Distance Measure, Volume Measure, Direction (Vectors), Force, and Momentum. Each laboratory experience is presented in such a way to include objectives, procedures, materials needed and discussion and/or review questions. (EB)

ED 093 693 SE 018 024
Hermann, J.

Test of Graphing and Graph Interpretation Skills.

Delaware State Dept. of Public Instruction,
Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—NSF-GW-6703
Pub Date Jun 73

Note—34p.; Not available in hardcopy due to marginal legibility of original document

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$0.75, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Evaluation, *Graphs, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System

This monograph is a test of graphing and graph interpretation skills which assesses performance on all the skills of graphing which are contained in the AAAS program, Science - A Process Approach. The testing includes construction of bar graphs, interpreting information on graphs, the use of the Cartesian coordinate system, making predictions from plotted data, calculating rate of change and determining coordinates of points. No information or directions are given or suggested. (EB)

ED 093 694 SE 018 031
Hopkins, Roberta

Supplementary Kits for Individualized Instruction.

Delaware State Dept. of Public Instruction,
Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—NSF-GW-6703
Pub Date Jun 73
Note—15p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education,

Department of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (\$1.00, make checks payable to the Del Mod System)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Autoinstructional Aids, *General Science, Individualized Instruction, Instructional Materials, Learning Disabilities, *Middle Schools, Science Education, Science Instruction, Secondary School Science, Teacher Developed Materials

Identifiers—*Del Mod System

The purpose of the kits is to facilitate the teaching of basic science skills. The kits can be used in the regular classroom for which they were designed or as instruments for teaching of students in learning disability classes. The kits are designed in the areas of plants, animals, metric measurement, chemistry, geology, and space study. Each kit includes the titles of the activities, a suggested level, objectives and necessary supplies needed. A guide to kit assignment by process is presented as well as a table indicating breakdown of kits by grade level. (EB)

ED 093 695

SE 018 059

Weimer, Linda, Ed. Abbott, Barbara, Ed.

Earthwatching. A Collection of Scripts from the First Year of Earthwatch/Radio.

Wisconsin Univ., Madison. Inst. for Environmental Studies; Wisconsin Univ., Madison. Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program; National Science Foundation, Washington, D.C. RANN Program.

Pub Date 74

Note—218p.

Available from—Sea Grant Communications Office, 1225 West Dayton Street, Madison, Wisconsin 53706 (\$1.00)

Document Not Available from EDRS.

Descriptors—Air Pollution Control, Ecology, *Educational Radio, Energy, Environment, *Environmental Education, Land Use, *Programming (Broadcast), Radio, Water Pollution Control, Water Resources, Wildlife Management

One-page scripts selected from a collection of 300 radio programs, presented September 1972–December 1973, comprise this publication. Taken together they form a 15-month environmental chronicle. Subject categories include water quality, the oceans, the Great Lakes, air, land, life: plants/animals/man, and energy. Earthwatch radio stations are listed. (DT)

ED 093 696

SE 018 063

Sesur, Robert

Student Tri-Environmental Planning Study (STEPS). Final Report.

Portland Public Schools, Oreg.

Pub Date Jul 73

Note—102p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—Curriculum, *Curriculum Development, *Environmental Education, *Inservice Teacher Education, Instructional Materials, *Learning Activities, *Program Descriptions, Teacher Education

This document gives details of the background of a project to engage students, parents, teachers, and the community as active participants in planning an environmental program for their schools. Implementing an environmental education program is discussed in terms of major constraints placed on the program. Miscellaneous materials relating to objectives, planning meetings, and teacher questionnaires are included. Student learning activities are suggested, and some instructional materials are provided. Forms used in contacting teachers and parents about environmental projects are also provided. (DT)

ED 093 697

SE 018 064

Energy Education.

American Association for the Advancement of Science, Washington, D.C.

Pub Date May 74

Note—8p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (Misc. Pub. No. 74-7)

Journal Cit—Science Education News; May 74

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Curriculum, *Energy, *Environmental Education, *Instruction, Instructional Materials, Newsletters, *Science Education

This newsletter is concerned with energy education programs for the general public. The nature of the target audience is analyzed first, then the discussion turns to the questions of what goals may be set for such programs and what vehicles or agencies may be used. Four new curriculum project materials are reviewed and descriptions of nine publications appropriate for courses on energy are cited. Announcements of publications on energy and energy sources, of workshops and conferences, of a radio program concerned with the energy crisis, and of films on energy complete the newsletter. (DT)

ED 093 698

95

SE 018 067

Trigonometry and Advanced Math. De Soto Parish Curriculum Guide.

DeSoto Parish School Board, Mansfield, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Note—212p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—*Algebra, *Curriculum Guides, Geometric Concepts, Graphs, Instruction, Lesson Plans, *Number Concepts, Number Systems, Probability, *Secondary School Mathematics, Teaching Guides, Teaching Techniques, *Trigonometry

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Functions

The primary aim of this guide is to aid teachers in planning and preparing a senior high school mathematics course for students preparing for college work. It is divided into separate one-semester courses of seven chapters each. The first-semester course consists of a traditional approach to the introduction of trigonometry and trigonometric functions. The second-semester course represents a new approach, treating algebra, trigonometry, analytic geometry, and calculus in a unified manner rather than as four separate sections. Fundamental notions of the subject are unified into a sequence of topics beginning with the consideration of the real number system and the algebraic operations. Emphasis is placed on the importance of being able to visualize and graphically represent mathematical expressions. Ideas of algebra and geometry are presented in the study of linear, quadratic, and general polynomial functions. Permutations, combinations, and probability are treated as additional topics. For both courses, behavioral objectives are stated for each chapter and a set of abbreviated daily lesson plans is presented. (JP)

ED 093 699

95

SE 018 068

Brown, Emmagne L. And Others

Science 2. De Soto Parish Curriculum Guide.

DeSoto Parish School Board, Mansfield, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Note—209p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—Biology, *Curriculum Guides, Earth Science, Electricity, *Elementary School Science, Grade 2, Instructional Materials, Magnets, *Science Curriculum, *Science Instruction, *Teaching Guides, Teaching Techniques

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide is designed to provide teachers (grade 2) with a ready resource for planning, organizing, and teaching science to the elementary child. Many suggested activities will provide an enriched science program. Each unit lists estimated time; content, concepts or "understandings," problems to deal with, activities, suggestions for evaluation, audiovisual aids, and additional references. The topic headings of the 11 units are as follows: Seasons; We Do Work; Sounds and Senses; Trees; Rocks and Minerals; The Big Round Earth; The Earth's Gravity; Electricity; Work and Play with Magnets; Animal Babies; and Good Food, Good Teeth. The units were written primarily for second graders, but many of the activities would be appropriate at other elementary grade levels. (JP)

ED 093 700

SE 018 069

Science 9. DeSoto Parish Curriculum Guide.

DeSoto Parish School Board, Mansfield, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Note—208p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—*Curriculum Guides, Earth Science, General Science, *Grade 9, Instruction, Mechanics (Physics), Meteorology, Natural Sciences, Science Curriculum, *Science Units, Scientific Concepts, *Secondary School Science, Teaching Guides, *Teaching Techniques

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide is designed to aid the teacher in planning and teaching a ninth-grade science course. It should provide students with a functional system of knowledge which is applicable to new situations and will serve as the basis for future decisions. Five units outlined are entitled: Introduction to Science; The Earth's Storehouse; The Earth's Weather; Work (Easing Work); and Speeding Communication. Each unit is subdivided into a series of Main Ideas which were further subdivided into Concepts. When integrated, these concepts should explain the main idea. The functional level, however, is viewed as the Subconcept. Accompanying each set of sub-concepts are suggested materials and methods, behavioral objectives, and suggested evaluation techniques. (JP)

ED 093 701

SE 018 072

DeLucia, William E. Parker, Donald C.

The Design of a Modified Semantic Differential Instrument for Determination of Changes in Environmental Attitudes.

Pub Date Apr 74

Note—11p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (47th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Attitudes, *Educational Research, *Environmental Education, *Evaluation, *Student Attitudes, *Tests

The purpose of this study was to design a test that could be used to detect differences in environmental attitudes. A semantic differential instrument, using projected color slides to represent environmental concepts, was developed and its reliability determined. Pilot tests run with two different groups of students are reported. On the basis of the reliability procedures and the two pilot studies, it is proposed that the instrument is a valid, reliable, and sensitive indicator of environmental attitudes. (DT)

ED 093 702

SE 018 074

Hymel, Glenn M.

An Investigation of John B. Carroll's Model of School Learning as a Theoretical Basis for the Organizational Structuring of Schools. Final Report.

New Orleans Univ., La.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—3-1359

Pub Date 74

Note—363p.

EDRS Price MF-\$0.75 HC-\$17.40 PLUS

POSTAGE

Descriptors—Algebra, Educational Research, *Instruction, Learning, *Mathematics, Mathematics Education, *School Organization

Identifiers—*Research Reports

Reported is an investigation designed to (1) utilize the Carroll model as a framework for implementing a mastery learning strategy in a non-graded setting, (2) identify the Carroll model as a possible theoretical basis for administrative decisions regarding the organizational structuring of schools, and (3) test certain hypotheses derived from the model which have implications concerning school organization. The Carroll model of school learning is a paradigm describing the degree of learning that occurs in a school setting as a function of time spent on a learning task divided by time needed for its mastery. Seventeen null hypotheses were investigated in the study which used a sample of 169 students enrolled in

an algebra I unit focusing upon the four basic operations. Among the major findings was that a high quality of instruction characterized by feedback/correction procedures fostered a significantly greater degree of learning among students and a significantly greater number of classes spent by students than did a low quality of instruction characterized by the absence of feedback/correction procedures. The Carroll model's hypothesized interaction between ability to understand instruction and quality of instruction relative to degree of learning was confirmed statistically. (Author/PEB)

ED 093 703 SE 018 077

Smith, Nancy Woodland
A Question-Answering System for Elementary Mathematics.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—NSF-EC-443X4

Pub Date 19 Apr 74

Note—161p.; Psychology and Education Series,

Technical Report No. 227

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—Computer Assisted Instruction, *Computers, Computer Science, Cybernetics, *Educational Technology, Elementary School Mathematics, *Language Research, *Linguistic Theory, *Mathematical Linguistics, *Mathematics Education

This paper describes a project concerned with the understanding of natural language by computers. The project involves the development of both a theoretical model of natural language processing by computer and an actual implementation of the theory. The specific implementation chosen is a question-answering system for elementary mathematics which uses unrestricted natural language input. Details of the question-answering system are given and basic features in the perspective of the theoretical model are discussed. (JP)

ED 093 704 SE 018 078

Crawford, Glenda

Algebra 2s, Mathematics (Experimental); 5216.24.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—22p.; An Authorized Course of Instruction

for the Quinmester Program. Related documents are ED 084 161 and 162 and SE 018 079

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Algebra, Behavioral Objectives, *Curriculum, Graphs, Instruction, Mathematics, Mathematics Education, Matrices, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—Complex Numbers, *Quinmester Program

The fourth in a series of six guidebooks on minimum course content for second-year algebra, this booklet covers linear and quadratic relations, absolute value, graphing complex numbers, determinants and matrices, graphing quadratic relations, and solving systems of linear and quadratic equations. Overall course goals are specified, a course outline is provided, performance objectives are listed, and text references keyed to the performance objectives are provided. A sample posttest is included along with a 13-item bibliography. (JP)

ED 093 705 SE 018 079

Crawford, Glenda

Algebra 2u, Mathematics (Experimental);

5216.26.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—18p.; An Authorized Course of Instruction

for the Quinmester Program. Related documents are ED 084 161 and 162 and SE 018 078

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Algebra, Behavioral Objectives, *Curriculum, Instruction, Mathematics Education, Number Concepts, *Objectives, *Probability, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program, Sequence (Mathematics)

The sixth in a series of six guidebooks on minimum course content for second-year algebra, this booklet presents an introduction to sequences, series, permutation, combinations, and probability. Included are arithmetic and geometric progressions and problems solved by counting and factorials. Overall course goals are specified, a course outline is provided, performance objectives are listed, and text references keyed to the performance objectives are included. Pre- and posttests are also given, together with answer keys. (JP)

ED 093 706 SE 018 080

Lasoff, Edward M.

Geometric Game Strategy, Mathematics (Experimental); 5209.55.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—41p.; An Authorized Course of Instruction

for the Quinmester Program. A related document is ED 079 129

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Curriculum, Game Theory, Instruction, *Mathematical Enrichment, Mathematics Education, *Objectives, Problem Solving, Puzzles, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

Designed for the student who has completed the geometry series in the Quinmester Program, this guidebook on minimum course content provides an investigation of challenging mathematical activities which are not usually developed in other mathematics courses. The content includes brainteasers, puzzles, and game theory. Overall course objectives are specified, a course outline is provided, performance objectives are listed, and references keyed to the performance objectives are provided. A sample posttest is included along with a 94-item annotated bibliography. (JP)

ED 093 707 SE 018 081

Kramer, Lynda H.

Math Review, Mathematics; 5265.01.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—23p.; An Authorized Course of Instruction

for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Algebra, Basic Skills, Behavioral Objectives, *Curriculum, Geometric Concepts, Instruction, *Mathematical Applications, Mathematics Education, *Objectives, Problem Solving, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

Designed for the students who have taken algebra and geometry and who need to strengthen their skills in problem solving and mathematical applications, this guidebook on minimum course content emphasizes the kinds of skills and procedures used in college placement tests. Overall course goals are specified, a course outline is provided, performance objectives are listed, and references keyed to the performance objectives are provided. Also included is a sample test with an answer key. (JP)

ED 093 708 SE 018 082

Waite, Jack

Nature of Proof, Mathematics (Experimental);

5228.33.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—15p.; An Authorized Course of Instruction

for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Curriculum, *Geometry, Instruction, Mathematics, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—Proof, *Quinmester Program

This guidebook on minimum course content presents a study of the nature and methods of proof, using Euclidean geometry as a model. A more rigorous and formal course than usually offered, it is intended for the student who plans to study advanced mathematics. Overall course goals are specified, a course outline is provided, performance objectives are listed, and text references keyed to the performance objectives are provided. A short annotated bibliography is also included. (JP)

ED 093 709

SE 018 083

Waite, Jack

Proofs in Geometry, Mathematics (Experimental);

5218.23.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—15p.; An Authorized Course of Instruction

for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Curriculum, Geometric Concepts, *Geometry, Instruction, Mathematics, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—Proof, *Quinmester Program

Designed for students who have mastered the skills and concepts in the regular geometry series of the Quinmester Program, this guidebook presents an additional course on the study of the nature of proof, using a Euclidean geometry model. The development of techniques of formal proof is simplified through the liberal use of partially-constructed proofs ready for completion. Overall course goals are specified, a course outline is provided, performance objectives are listed, and text references keyed to the performance objectives are included. Also included is a short annotated bibliography. (JP)

ED 093 710 SE 018 084

Rational Applications 1, Mathematics (Experimental); 5213.77.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—16p.; An Authorized Course of Instruction

for the Quinmester Program. Related documents are SE 018 085-087

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Curriculum, Decimal Fractions, Fractions, Instruction, Mathematical Applications, Mathematics Education, Number Concepts, *Objectives, Percentage, *Practical Mathematics, Rational Numbers, *Secondary School Mathematics, *Teaching Guides, Tests, Whole Numbers

Identifiers—Computation, *Quinmester Program

The first of four quins intended to develop computational skills with non-negative rational numbers through applications to business and industry, this guidebook on minimum course content is designed for the student who has acquired basic computational skills with non-negative rational numbers. Overall course goals are specified, a course outline is provided, and performance objectives are listed. Included is a set of sample test items for skills and a list of resources. (JP)

ED 093 711 SE 018 085

Rational Applications 2, Mathematics (Experimental); 5213.78.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—16p.; An Authorized Course of Instruction

for the Quinmester Program. Related documents are SE 018 084-087

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Curriculum, Decimal Fractions, Fractions, Geometric Concepts, Instruction, Mathematical Applications, Mathematics, Mathematics Education, Number Concepts, *Objectives, Percentage, *Practical Mathematics, Rational Numbers, *Secondary School Mathematics, *Teaching Guides, Tests, Whole Numbers

Identifiers—Computation, Formulas, *Quinmester Program

The second of four quins intended to develop computational skills with non-negative rational numbers through applications to business and industry, this guidebook on minimum course content is designed for the student who has acquired basic computational skills with non-negative rational numbers. Overall course goals are specified, a course outline is provided, and performance objectives are listed. Included is a set of sample test items for skills and a list of resources. (JP)

ED 093 712 SE 018 086

Rational Applications 3, Mathematics (Experimental); 5213.79.

Dade County Public Schools, Miami, Fla.

Pub Date 72

150 Document Resumes

Note—17p.; An Authorized Course of Instruction for the Quinmester Program. Related documents are SE 018 084-087

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Curriculum, Decimal Fractions, Fractions, Geometric Concepts, Instruction, Mathematical Applications, Mathematics Education, Measurement, Number Concepts, *Objectives, Percentage, *Practical Mathematics, Rational Numbers, *Secondary School Mathematics, *Teaching Guides, Tests, Whole Numbers

Identifiers—Computation, Geometric Constructions, *Quinmester Program

The third of four quins intended to develop computational skills with non-negative rational numbers through applications to business and industry, this guidebook on minimum course content is designed for the student who has acquired basic computational skills with non-negative rational numbers. Topics include measurement and geometrical constructions. Overall course goals are specified, a course outline is provided, and performance objectives are listed. Also included is a set of sample test items for skills and a list of resources. (JP)

ED 093 713 SE 018 087

Rational Applications 4, Mathematics (Experimental): 5213.80.

Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—16p.; An Authorized Course of Instruction for the Quinmester Program. Related documents are SE 018 084-086

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Curriculum, Decimal Fractions, Fractions, Instruction, Mathematical Applications, Mathematics, Mathematics Education, Number Concepts, *Objectives, Percentage, *Practical Mathematics, Rational Numbers, Ratios (Mathematics), *Secondary School Mathematics, *Teaching Guides, Tests, Trigonometry, Whole Numbers

Identifiers—Computation, Formulas, *Quinmester Program

The fourth of four quins intended to develop computational skills with non-negative rational numbers through applications to business and industry, this guidebook on minimum course content is designed for the student who has acquired basic computational skills with non-negative rational numbers. Topics include ratio, proportion, and percentage applications and trigonometry. Overall course goals are specified, a course outline is provided, and performance objectives are listed. Also included is a set of sample test items for skills and a list of resources. (JP)

ED 093 714 SE 018 090

Higgins, Jon L., Comp. And Others
Mathematics Education: A Bibliography of Abstracts From RESEARCH IN EDUCATION (RIE) From 1966-1972.

Pub Date 73

Note—334p.

Available from—Education Associates, Inc., P.O. Box 441, Worthington, Ohio 43085 (\$18.00)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Bibliographies, *Indexes (Locators), Information Dissemination, *Information Retrieval, *Mathematics Education

Identifiers—*ERIC SMEAC

This publication contains abstracts and indexes to selected documents announced in RESEARCH IN EDUCATION from 1966 to 1972. Documents indexed include instructional materials, research reports, teaching guides, and other items. The compilation is designed to serve as an effective tool to assist teachers, researchers, curriculum developers, librarians, administrators, and others concerned with mathematics education. The first section of the document contains abstract entries; in the remaining sections the abstracts are indexed by subject, identifier, author, and institutional author. Supplements and accumulative indexes will be issued each year. (Author/DT)

ED 093 715 SE 018 092

Schlessinger, Fred R. And Others

A Survey of Science Teaching in Public Schools of the United States (1971), Volume 1, Secondary Schools.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—192p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Curriculum, Curriculum Development, *Educational Research, Environmental Education, Science Education, *Secondary School Science, Statistical Data, *Surveys, *Tables (Data), Trend Analysis

Identifiers—United States

The purpose of this study was to collect "benchmark" data on the teaching of science that could serve as a basis of comparison for trend analysis. The information obtained in this survey presents a description of science teaching practices and selected science teacher characteristics in the United States. Descriptive information obtained in the survey is organized into four sections: (1) introduction, development of questionnaires, sampling procedure, and response to questionnaires; (2) school organization and schedules, financial support, homogeneous grouping, the science curriculum in public secondary schools, science course improvement projects, environmental education, science clubs and fairs, supervisors and consultants, and in-service education; (3) personal characteristics of teachers, teaching assignments, special facilities for science courses, types of science classrooms, ranking of importance of learning activities and grading methods, employment status of teachers, evaluation of factors needed for high quality science programs, and satisfaction with science teaching as a career; and (4) summary and discussion. Appendices include the principal's questionnaire and the science teacher's questionnaire. A second volume in this series will present correlation and multiple regression analyses of this data. (DT)

ED 093 716 SE 018 093

Wiles, Clyde A.

Comparison of Three Instructional Sequences for the Addition and Subtraction Algorithms. Technical Report 273.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-273

Pub Date Aug 73

Contract—NE-C-00-3-0065; OEC-5-10-154

Note—277p.

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—*Algorithms, Doctoral Theses, *Elementary School Mathematics, Grade 2, *Instruction, Mathematics Education, *Research

The study's purpose was to investigate the differential effects on the achievement of second-grade students that could be attributed to three instructional sequences for the learning of the addition and subtraction algorithms. One sequence presented the addition algorithm first (AS), the second presented the subtraction algorithm first (SA), and the third was an integrated presentation of the two algorithms (I). Students were randomly assigned from 10 blocks to the three treatment groups. The performance of 49 subjects was measured prior to instruction, during instruction, immediately following six weeks of instruction, and two weeks after instruction; posttest and retention test included both timed and power test variables. Data were analyzed using multivariate analysis of covariance. Findings showed: (1) the instructional sequence SA produced generally lower performance than either of the other two treatments; tendency of all groups was to learn addition first, (2) the amount of learning and retention measured by the timed variables was significantly greater for group AS than for either of the other two groups, and (3) on the retention test, except for addition facts and addition without regrouping, the overall performance of group I for the timed variables was significantly greater than that of group SA. (DT)

ED 093 717

Jurdak, Murad Eid

The Effects of Emphasizing Mathematical Structural Properties in Teaching and of Reflective Intelligence on Four Selected Criteria. Technical Report 275.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-275

Pub Date Sep 73

Contract—NE-C-00-3-0065; OEC-5-10-154

Note—190p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Doctoral Theses, Grade 8, *Instruction, Learning, *Learning Characteristics, Mathematics Education, *Research, *Secondary School Mathematics

Identifiers—Cognitive Style

The purposes of this study were: (1) to compare the effectiveness of two teaching methods having two distinct levels of emphasis on mathematical structure in organizing and presenting the same mathematical content, and (2) to identify the effect of the cognitive ability of reflective intelligence on four cognitive levels of learning a second-order mathematical structure whose learning depends on an already learned first-order system. Integral powers of 2 and 3 were chosen as the mathematical content. Treatment 2 (T2) emphasized explicitly the structural properties in developing operations and algorithms and in manipulating isomorphisms, whereas T1 attempted a direct approach with no explicit emphasis on structural properties. Each of five teachers taught two sections of intact eighth grade classes, using the T1 approach with one section and the T2 method with the other. An immediate posttest and a retention test two weeks later were given to students. Multivariate analysis of variance and discriminant analysis were used on the data. Results showed that T2 was relatively superior to T1 in producing better performance on solving mathematical sentences of the form $ab = x$, $ax = b$, and $xa = b$, and on solving the same type of mathematical sentences in an isomorphic model. Better performance was associated with higher level of reflective intelligence in learning a second-order mathematical system. (DT)

ED 093 718

Klausmeier, Herbert J. Feldman, Katherine

Vorwerk

The Effects of a Definition and a Varying Number of Examples and Nonexamples on Concept Attainment.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-280

Pub Date Oct 73

Contract—NE-C-00-3-0065

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Concept Formation, *Concept Teaching, *Definitions, *Elementary School Mathematics, Geometric Concepts, Grade 4, Learning Theories, *Research

Fourth grade children read experimental lessons, each of which presented one of the following: (1) a concept definition and placebo material; (2) a rational set of examples and nonexamples of the concept and placebo material; (3) the definition, a rational set, and placebo material; or (4) the definition and three different rational sets. Control children read the placebo material only. Each experimental group performed significantly better than the controls; and children reading a lesson with a definition and three rational sets performed significantly better than those who received only a definition. The use of rational sets of concept instances and of a concept definition is validated as a powerful controllable variable in instructional material. (Author)

ED 093 719

Operating a Math Lab.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Activity Learning, *Class Organization, Curriculum, *Elementary School Mathematics, *Instruction, *Laboratories, Manipulative Materials, Mathematics Education, Teaching Guides

The rationale behind the use of mathematics laboratories is stated, then directions for organizing and implementing a math lab are given. Topics such as housekeeping, keeping an inventory, noise level, record keeping and assignments, giving grades, correlating textbooks with a math lab, and finding meaningful laboratory problems are each discussed briefly. A bibliography of 13 references on math labs is included. (DT)

ED 093 720 SE 018 098

Raschke, Jewel P. And Others
Career Patterns of Secondary School Mathematics Teachers.

Texas Univ., Austin. Mathematics Education Center.

Report No.—TR-2

Pub Date Jun 74

Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Careers, *Employment Patterns, Employment Statistics, Evaluation, Mathematics Education, *Mathematics Teachers, Preservice Education, *Research, *Secondary School Teachers, Surveys, Tables (Data), *Teacher Education

Certification candidates from the University of Texas at Austin for the years from 1960-1971 were surveyed in an attempt to evaluate the quality of the mathematics teacher preparation program. A questionnaire was sent to 503 people; 300 replied. Findings showed that continuous teaching since certification was reported by 111 people and another 54 had taught almost continuously. Additional courses in a variety of fields had been taken by 168 respondents; 50 had completed a masters degree, 45 more were actively working toward the completion of a masters degree, 10 had achieved the doctorate, and 8 more were actively involved in a doctoral program. Reasons for leaving the teaching profession, opinions regarding the format for student teaching, present occupations other than teaching, and teaching experience are tabulated. It was noted that 141 teachers began teaching in junior high school assignments. Comments on the teacher preparation program are summarized; there was an expressed need for practical courses in adolescent psychology, help in identifying learning disabilities, and more emphasis on the learning process. The most frequently mentioned request concerning methods courses was for a more practical approach. Earlier involvement in the public schools, more time in the schools, and more variety in the assignments were also requested. (DT)

ED 093 721 SE 018 103

Waller, T. Gary Wright, Robert H.
The Effect of Training on Accuracy of Angle Estimation.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—TR-65-8

Pub Date Aug 65

Note—34p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Geometric Concepts, Instruction, *Map Skills, *Mathematical Applications, Measurement, *Navigation, *Research Identifiers—*Estimation

This report describes a study to determine the effect of training on accuracy in estimating angles. The study was part of a research program directed toward improving navigation techniques for low-level flight in Army aircraft and was made to assess the feasibility of visually estimating angles on a map in order to determine angles of drift. Eighteen subjects were randomly divided into a control group and two training groups. One group was trained using angles drawn on plain white cards and the other group used angles drawn on both cards and tactical maps. The groups estimated the size of angles ranging from 1 degree to 18 degrees. After training, it was found that the test performance of the two train-

ing groups on map items was significantly superior to test performance of the control group; on card items there were no significant differences between the two training groups and the control group. There were no significant differences between the two training groups on either card items or map items. The authors conclude that visual estimation of angles on maps appears to be a feasible technique for determining angles of drift. (DT)

ED 093 722 SE 018 106

Course and Curriculum Improvement Projects: Mathematics, Science, Social Sciences. Elementary, Intermediate, Secondary [1974].

National Science Foundation, Washington, D.C.

Report No.—NSF-E-74-30

Pub Date Jun 74

Note—58p.; This is an update to the 1970 bulletin (ED 053 919)

Available from—Forms and Publications Unit, ASO, National Science Foundation, Washington, D.C. 20550 (Single copies free); Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 3800-00179, \$1.20)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Curriculum, *Curriculum Development, Elementary Schools, Mathematics, *Mathematics Education, *Program Descriptions, Program Development, *Science Education, Secondary Schools, *Social Sciences, Social Studies

Identifiers—National Science Foundation, NSF

Social sciences, science, and mathematics curriculum improvement projects supported by the National Science Foundation are described in this publication. Description of projects is limited to those having direct relevance to pre-college education and to those supported by the Materials and Instruction Development Section of the Division of Pre-College Education in Science. At the end of this booklet is a section describing some important conferences and research studies of general interest for the development of materials and instructional strategies, or for evaluation of specific projects. The present publication is organized first according to grade level—elementary, intermediate, and secondary—and then within educational level by broad discipline groupings—mathematics, science, and social sciences. The project descriptions reflect the state of activities as of January 31, 1974. Entries include name and address of the project director and of the current contact for the program, a brief summary of objectives and accomplishments, a discussion of activities, and a list of available materials and addresses for obtaining them. (DT)

ED 093 723 SE 018 120

Higgins, Jon L. Ed.
A Metric Handbook for Teachers.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 74

Note—132p.

Available from—The National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$2.40)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Activity Learning, Curriculum, Elementary School Mathematics, *Instruction, *Instructional Materials, Learning Activities, *Mathematics Education, *Measurement, *Metric System, Secondary School Mathematics, Teaching Techniques

This handbook has been compiled to provide a reference for teachers at all levels who are implementing the metric system in their classroom. It includes practical suggestions and recommendations for teaching the metric system, as well as papers identifying and discussing the fundamental mathematical and psychological issues underlying the teaching of the metric system in the schools. The articles—some reprinted from recent issues of the "Arithmetic Teacher," some written especially for this publication—are organized under five headings: Introducing the Metric System; Teaching the Metric System: Activities; Teaching the Metric System: Guidelines; Looking at the Measurement Process; and Metrication, Measure, and Mathematics. (Editor/DT)

ED 093 724 SE 018 138

EXPRO 75. A Listing of Extramural Projects to be Funded in Fiscal Year 1975.

Environmental Protection Agency, Washington, D.C. Office of Research and Development.

Report No.—RD-674

Pub Date Jul 74

Note—224p.

Available from—Allowance Staff (RD-674), Office of Research and Development, Environmental Protection Agency, Washington, D.C. 20460 (No price quoted)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Air Pollution Control, Ecology, *Environment, *Guidelines, Health, *Pollution, *Program Descriptions, Projects, *Research Identifiers—Environmental Protection Agency, EPA

The purpose of this document is two-fold: (1) to acquaint the research and development community with general guidelines for working with the Environmental Protection Agency's Office of Research and Development (OR&D) under grant or contract support, and (2) to make publicly available a list of specific grant and contract tasks which OR&D plans to fund during the current fiscal year. Included in Section 1 of this document are specific guidelines for developing grant or contract projects and for submitting applications or proposals. Section 2 contains a listing of grant and contract tasks planned for funding in fiscal year 1975, organized into 11 major program areas: Health Effects, Ecological Processes and Effects, Municipal Pollution Control, Industrial Pollution Control, Nonpoint Pollution Control, Air Pollution Control, Data and Information Research, Equipment and Techniques, Quality Assurance, Socio-economic Research, and Minority Institutions Research Support. Each of the 11 program areas is briefly described, and the name and address of the program area manager are furnished. Information on grant and contract tasks listed under each area includes a summary of objectives and a brief task description, the expected funding mechanism, the authorizing legislation, and the name and address of the program element director. (DT)

SO

ED 093 725 SO 003 708

Education for Student Concerns. Affective Education Research Project.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 68

Note—213p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Affective Behavior, *Communication Skills, Conceptual Schemes, Course Content, Intergroup Relations, Interpersonal Competence, Lesson Plans, Models, *Process Education, *Relevance (Education), Secondary Education, Self Evaluation, Social Change, Student Interests, Supplementary Education, Teaching Guides, *Urban Studies, *Values Identifiers—Trumpet Model

This book, designed to supplement and enrich the standard secondary curriculum, educates students in the area of feelings, values, and group interaction. Students learn particular logical and psychological processes with which to gain greater conscious control over themselves, their inter-personal relations, and their environment. A theoretical section briefly suggests why a period of drastic social change demands a curriculum more relevant to the concerns of students and presents an information processing model of man as the basis on which to develop such a curriculum. A rationale for teaching particular processes, as opposed to specific content, is developed and a model sequence is outlined, as is a model for teaching a particular lesson. Two courses built on these models are described in detailed course outlines and lesson plans. A communications course concentrates on processes most important for personal and interpersonal growth. The content centers around the study of media—print, films, sculpture and music—and the study of group interaction. An urban affairs course concentrates on processes most important for social growth, with content focusing on the student's own neighborhood as a microcosm of his city. A self-evaluation survey and a bibliography on affective education are included. (Author/KSM)

ED 093 726 SO 006 283

Erickson, Frederick
 What Makes School Ethnography "Ethnographic?"
 Pub Date Jul 73

Note—10p; Originally a report to participants in an American Educational Research Association Research Training Workshop, April 1972

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Anthropology, *Ethnology, *Field Studies, Institutions, Questioning Techniques, *Researchers, Research Methodology, *Schools, Sociocultural Patterns

Ethnography as an inquiry process guided by a point of view rather than as a reporting process guided by a standard technique or set of techniques is the main point of this essay which suggests the application of Malinowski's theories and methods to an ethnology of the school, indicates reasons why traditional ethnography is inadequate to the study of schools, and locates the school as an institution within a larger societal context and the researcher as a member of that society. The first steps of a fieldwork inquiry process, as presented, require the statement of researchable question while keeping in mind the fact that what is commonplace to observers and to participants is nonetheless extraordinary and that what goes on in the school involves the interaction of individuals, groups, and social units outside of the school. To exemplify the inquiry process the issue of ethnicity as a factor in a school ethnographic study is identified for research and amplified by questions pertinent to field research. (JH)

ED 093 727 SO 006 919

Thomas, Wes, Ed.
 Synergy Access: A Global Newsletter on Futuristic Communications, Media & Networking. Number 1.

Twenty-First Century Media Inc., East Northport, N.Y.

Pub Date Aug 73

Note—8p.

Available from—Twenty-First Century Media Inc., 606 Fifth Ave., E. Northport, N.Y. 11731 (\$5.00 per year)

Document Not Available from EDRS.

Descriptors—Cable Television, Communication (Thought Transfer), *Communications, Conferences, Directories, *Futures (of Society), Games, Information Networks, *Information Systems, *Newsletters, Radio, Resource Materials, *Technology, *Telecommunication, Telephone Communication Systems, Television Identifiers—Fuller (Buckminster), *Synergy

A global newsletter on futuristic communications, media and networking is dedicated to creating open, humanistic environments for better interpersonal communication and to exploring the phenomenon of synergy, the coming together of people, ideas and environments for creation of something greater than the sum of the parts. Editorials, poetry, and art work express and expand the concept of synergy. Events ranging from a pleasure fair to a workshop on comprehensive, anticipatory design science are announced. An article on telephonics describes the equipment for telephone conferences and classroom calls. A directory of learning exchanges and computerized networks functions as a clearinghouse for techniques and programs related to automated learning exchanges. A survey of computer conferencing systems identifies those attempting to hold a conference over weeks or months with an unlimited number of people. Notes on current news, books, and periodicals offer ideas on communication techniques ranging from utilization of radio to cable television. The newsletter is published six times a year; yearly subscriptions are \$5.00. (KSM)

ED 093 728 SO 007 325

Suter, Larry E. And Others
 Social and Economic Characteristics of Students: October 1972. Current Population Reports, Series P-20, No. 260.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Feb 74

Note—72p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.30)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Age Groups, Charts, College Majors, *Enrollment Rate, Income, Marital Status, *Participant Characteristics, *Population Trends, Racial Composition, *Socioeconomic Background, Spanish Speaking, *Student Enrollment, Surveys, Tables (Data)

New information is presented in this report on recent changes in rates of school participation in the United States by age, sex, marital status, race, and income, and changes in field of study of college students. Included also for the first time is information on the enrollment status of persons 35 years old and over, and on the enrollment level of persons of Spanish origin. The information derives from a supplement to the Census Bureau's October 1972 Current Population Survey and refers to the civilian noninstitutional population. Content is divided into chapters on enrollment level, related reports, definitions and explanations, and source and reliability of the estimates. The remainder of the report consists of 4 charts, 14 text tables, and 19 detailed tables. Appendixes contain tables showing the percent enrolled in school by age, race, and sex for October 1960 to October 1972 and the school enrollment by level for October 1971 and by single years of age. (Author/KSM)

ED 093 729 SO 007 370

Puerto Rican Studies: Related Learning Materials and Activities in Social Studies for Kindergarten, Grade 1 and Grade 2. Curriculum Bulletin Number 6, 1972-73 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 73

Note—246p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.00, payable to Auditor, Board of Education)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bibliographies, Cultural Awareness, *Cultural Background, Cultural Factors, *Ethnic Studies, Grade 1, Grade 2, Kindergarten, Learning Activities, Learning Laboratories, *Puerto Rican Culture, Puerto Ricans, Resource Guides, Resource Materials, *Social Studies, Supplementary Education, Teaching Guides, Thematic Approach

Intended as a supplement to the social studies program in the kindergarten through the second grade, this bulletin suggests teaching materials and activities in Puerto Rican studies to provide young children with knowledge of the history, customs, values, and contributions of the Puerto Rican people. The introduction contains objectives for pupils and teachers, a scope and sequence outlines, and suggestions on the use of informal learning centers and use of bulletins. The learning activities are presented by grade level and according to themes related to the social studies program (home and school environment, kindergarten; the local community, grade 1; and communities around the world, grade 2). Activities are listed in a columnar fashion, correlating teacher actions to pupil behavior. A bibliography includes books for children, references for teachers, records, study prints, and filmstrips. (Author/KSM)

ED 093 730 SO 007 374

Wilgus, Karna S., Comp.
 Latin America Books: An Annotated Bibliography for High School and Colleges.

Center for Inter-American Relations, New York, N.Y.

Pub Date 74

Note—82p.

Available from—Center for Inter-American Relations, 680 Park Ave., New York, N.Y. 10021 (\$3.00 per copy, 20 percent discount on 20 copies or more)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Area Studies, Developing Nations, Economics, Geography, History, *International Education, *Latin American Culture, Mexican Americans, Politics, Puerto Rican Culture, Resource Materials, Secondary Grades, Social Sciences, Social Studies, Sociocultural Patterns, *Spanish American Literature

This annotated bibliography citing 479 books on Latin America is a revised and updated version of a 1969 edition available as ED 059 120.

The emergence of independent nations in the English-speaking Caribbean and other realignments in hemisphere affairs, as well as the appearance of new materials, indicated the need for a new edition. The revision places emphasis on cultural aspects of Latin America and includes two new sections -- one on Puerto Rico and Puerto Ricans in the United States, and one on Mexican Americans. Part one of the bibliography covers Latin America as a whole with subheadings for general works, geography, history, art, music, literature, economics, politics, hemisphere relations, and sociology; and part two covers individual countries and regions. Each subject category lists books for the student and then the teacher. Further references are also given for teachers and librarians. Annotations include an indication of appropriateness for younger, average, better, and more advanced students. Book selections are made on the basis of organization, usefulness, readability and helpful aids such as maps—with preference given to Latin writers. All the books cited are available in English; paperback editions are listed where available. The bibliography concludes with subject and author indexes. (JH)

ED 093 731 SO 007 447

La Roe, Margaret E.
 Introduction to Anthropology. Social Studies: 0425.13.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—47p; An Authorized Course of Instruction for the Quinmester Program; This document is available in microfiche only because of some marginal legibility

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Anthropology, Archaeology, *Behavioral Sciences, Course Objectives, *Culture, Curriculum Guides, Ethnology, Learning Activities, Linguistics, Race, Resource Guides, Secondary Education, *Social Sciences, *Social Studies Units

Identifiers—*Quinmester Program

The curriculum guide outlines a course in anthropology for grades 9-12. Having completed the course, the student will be able to (1) describe in general terms the social science of anthropology; (2) demonstrate the concept of culture through definition and examples; (3) identify some important goals of anthropology; (4) describe the various fields of anthropology: physical anthropology, archaeology, linguistics, and ethnography; (5) trace the theories concerning the origin and development of man as a physical and biological organism; (6) explain the concept of race from an anthropological perspective; (7) describe selected problems dealt with by archaeologists, ethnographers, and linguistics specialists; (8) outline the steps in ethnographic research; (9) cite examples of the uses of anthropology; and (10) evaluate the importance of anthropology in helping to solve problems in the modern world. Suggested teaching strategies include readings, films, classroom discussions, small group activities such as skits and classroom presentations based on research, outside speakers, and field work. Learning activities are suggested for each objective. Included in the appendix are a crossword puzzle and a listing of teacher and student print non-print resource materials. (Author/RM)

ED 093 732 SO 007 532

Pelletti, John C.
 Black Population Distribution and Growth in the United States. Geography Curriculum Project.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date 73

Note—218p; For a related document, see SO 007 533

Available from—Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30601 (\$2.00; 10 percent discount on orders for 25 books or more)

Document Not Available from EDRS.

Descriptors—Case Studies, City Demography, Data Analysis, *Demography, Geographic Concepts, *Geography, Graphs, Individualized Instruction, Intermediate Grades, Map Skills, *Negro Population Trends, *Population Growth, *Social Studies, Tables (Data), Teaching Methods, Tests, United States History, Urban Environment

Identifiers—FIRM, Forced Inferential Response Mode, *Geography Curriculum Project, United States

The self-study unit for intermediate grades deals with growth and distribution of the black population of the United States. The unit shows how and why the black population started from a rural southern base and became a largely urban population, compares the black people of two cities, one northern and one southern, and discusses how they are similar and how they are different. The major objectives are to improve skills in using graphics and to teach about population growth. The teaching method used is the **Forced Inferential Response Mode (FIRM)**. The students are presented with data through maps, graphs, tables, pictures, and brief paragraphs. Using this information, they complete given statements with a word, several words, or several statements, check the accuracy of their response in the response booklet which accompanies the unit, and then read the corrected essay. The unit is divided into the following three sections: (1) Map and Graph Skills; (2) Geographic and Demographic Concepts as Applied to the Black Population in the United States; and (3) Geographic and Demographic Concepts as Applied to Urban Environments—Case Studies: Savannah, Georgia, and New Haven, Connecticut. A glossary of terms is also included. (Author/RM)

ED 093 733 SO 007 533

Dale, John R. Rice, Marion J. Population Growth in the United States and Mexico. Geography Curriculum Project.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date 72

Note—105p.; Related Documents are SO 005 532, SO 005 661, ED 075 317

Available from—Geography Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, Georgia (\$1.25; 10 percent discount on 25 books or more)

Document Not Available from EDRS.

Descriptors—*American History, American Indians, *Area Studies, *Demography, Futures (of Society), *Geography, Graphs, Immigrants, Individualized Instruction, Intermediate Grades, Map Skills, Mexican Americans, Migration, *Population Growth, Tables (Data), Urbanization

Identifiers—FIRM, Forced Inferential Response Mode, *Geography Curriculum Project, Mexico, United States

The self-study unit for intermediate grades treats population growth in the United States and Mexico. The major objectives are to improve skills in using graphics and to teach about population growth. The teaching method used is the **Forced Inferential Response Mode (FIRM)**. The students are presented with data through maps, graphs, tables, pictures, and brief paragraphs. Using this information, they complete given statements with a word or several words, and then check the accuracy of their response in the Answer Booklet which accompanies the unit. The unit is divided into the following three sections: (1) Changes in the Mexican Population: 1500-1971; (2) Changes in the United States Population: 1500-1971; and (3) A Comparison of the Populations of the United States and Mexico Today. Review questions are included for each section. A glossary of terms concludes the unit. (RM)

ED 093 734 SO 007 534

Imperatore, William

Earth: Man's Home. A Beginning Geography Unit. Pupil Workbook and Pictorial Test and Teacher Manual.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date 68

Note—215p.; Related documents are ED 043 550; ED 041 811

Available from—Geography Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, Georgia 30601 (\$3.00; 40 sets of student materials, \$20.00)

Document Not Available from EDRS.

Descriptors—Climatic Factors, Concept Teaching, Course Objectives, Cultural Factors, *Earth Science, *Geography Instruction, *Human Geography, Kindergarten, Lesson Plans, Natural Resources, *Physical Geography, Resource Materials, *Social Studies, Teacher Education, Teaching Methods, Technology, Tests

Identifiers—*Geography Curriculum Project

This conceptual unit in geography at the kindergarten level consists of a student Workbook and Pictorial Test, and a Teacher Manual. The objective of the unit is to develop the concept labeled "habitat", or the idea that the earth is man's home. Teaching strategies include questioning techniques, art analysis of pictures, classroom discussion, matching words with pictures, and supplementary activities such as making displays for bulletin boards. Although the unit is global in scope, the local environment plays a key role in the unit. Among the 27 topics developed are the following: (1) where man lives; (2) the earth in the solar system; (3) the earth's climates; (4) landforms, climates, and man; (5) man uses the earth to fulfill his needs; (6) technology; and (7) man and his cultural environment. Provided in the Teacher Manual are teacher background material and detailed lesson plans for each topic. Lesson plans specify learning tasks, point of emphasis, resource materials, and teaching procedure. Pictorial test, pretest and posttest, and student exercises are provided in the student workbook. (Author/RM)

ED 093 735 SO 007 536

Imperatore, William

Resource and Production. A Primary Unit in Cultural Geography. Pupil Text and Workbook and Teacher Manual.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date Mar 70

Note—199p.; Related documents are ED 041 811 and ED 043 550

Available from—Geography Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, Georgia (\$5.00; 40 copies—one copy of Teacher Manual, \$35.00)

Document Not Available from EDRS.

Descriptors—Class Activities, Elementary Grades, *Environment, Geographic Concepts, *Geography, *Human Geography, Human Resources, *Natural Resources, Needs, Occupations, Resource Materials, Resources, Services, *Social Studies, Teaching Methods, Technology, Tests

Identifiers—*Geography Curriculum Project, Pestalozzian Method

This is an instructional unit in cultural geography for the primary grades. The major objective of the unit, which is comprised of a Pupil Text/Workbook and Teacher Manual, is to develop the geographic concepts labeled resource and production. Teaching strategies used include the Pestalozzian method of asking leading questions to draw the students through the study to the desired conclusions, preparation of displays, paper-cutting activities, and field trips. Among the twenty lessons included are the following: What is a Resource; Natural and Cultural Resources; Renewable and Non-renewable Resources; Technology; Man's Needs and Resources; Conservation of Resources; Local Resource Use; What is Production; Primary Production; Secondary Production; Tertiary Production; Production, Technology, and Culture. Detailed lesson plans include teacher background material, teaching procedure, resource materials, and suggested supplementary activities. In the pupil text each new concept is defined, illustrated by word and picture examples, and transfer by application is tested by a question. (Author/RM)

ED 093 736 SO 007 544

Chapman, Katherine And Others

Simulation/Games in Social Studies: What Do We Know?

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-10-3862

Note—66p.; SSEC Publication No. 162, For a related document, see SO 006 739

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (order SSEC No. 162, \$2.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Class Activities, *Curriculum Development, Educational Innovation, Educational Philosophy, *Educational Research,

Evaluation Techniques, *Games, Game Theory, Intermediate Grades, Problem Solving, Role Playing, Secondary Education, *Simulation, *Social Studies, Techniques

This state-of-the-art paper, first in a series, provides teachers and other educational decision makers with analytical and critical information about the use of simulation/games in social studies classrooms in order to promote and improve the use of this innovative educational technique. Discussed are non-computer, commercially available simulations and simulation/games intended for use at grades five through twelve. The following are included: (1) an intensive review of the theoretical and research literature on gaming and simulation; (2) an analysis of patterns of integration of simulation/games within several new social studies projects; (3) a critical evaluation of many free-standing simulation/games; and (4) an analytical framework for examining various simulation-type activities. (Author/RM)

ED 093 737 SO 007 547

Singer, J. David

The Scientific Study of Politics: An Approach to Foreign Policy Analysis. University Program—Modular Studies in Political Science.

Pub Date 72

Note—31p.; Information on the series available from the General Learning Press

Available from—General Learning Press, General Learning Corporation, 250 James Street, Morristown, N.J. 07960 (Order this Module by title and number 3007V00 for \$1.10, other Modules from \$0.85 to \$1.20)

Document Not Available from EDRS.

Descriptors—*Foreign Policy, *Higher Education, Information Sources, Instructional Materials, Interdisciplinary Approach, *Political Science, Resource Units, Scientific Methodology, *Social Sciences, *Supplementary Textbooks

Offering a new approach to college publishing, the sample module presented here serves as an example of a basic unit from University Programs: Typical modules (each 16 to 64 pages), directed toward graduate and undergraduate students, provide original statements on central concepts, principles, theories, or problems in a particular discipline and are designed to facilitate easy revision and continuous publishing of new materials. Series are available in psychology, economics, history, sociology, and education, as well as political science, and are cross referenced in those disciplines for an interdisciplinary instructional approach. This module from the University Program Modular Studies in Political Science, discusses the policy making process, related to the foreign affairs of a national government, as a system available to analysis via social science methodology and as a system in need of information-generated by analysis— for knowledgeable and rational decision making. (JH)

ED 093 738 SO 007 575

Conflict, Politics, and Freedom Program. A Partial Evaluation Report.

California Univ., Los Angeles. Committee on Civic Education.

Pub Date [68]

Note—76p.; For a related document, see SO 007 574

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Civics, Civil Liberties, Conflict, Democracy, Motivation Techniques, Political Issues, *Program Evaluation, *Public Affairs Education, *Relevance (Education), Social Problems, *Social Studies Units, United States History

Identifiers—Civic Education

This report, one part of the evaluation program of the Committee on Civic Education to determine the impact of the committee's instructional program, "Conflict, Politics, and Freedom," consists of a questionnaire, with responses from the sample of 54 out of 104 contacted teachers, displayed in graphs and by lists of comments. The data are graphed by percent of teachers' responses at each grade level, by totals, and by regions. Interpretation of the data should take into account the little time available to teachers to familiarize themselves with and teach the units. The major hypotheses of this program are: (1) that teachers and students want educational materials that attempt to present controversial is-

uses in the classroom, (2) that this practice has a generally favorable effect on students, and (3) that it would not undermine students' respect for the American system or for reasonable rules and authority. The questionnaire covers the following: units and grades taught by each teacher, reactions to the teaching guide, opinions on content of an approach to materials, the student text, teachers' observations of student reactions and behavioral changes, changes in the students' relationships to authority figures and to school rules, and profiles of the teachers. (Author/JH)

ED 093 739 SO 007 577

Van Valey, Thomas L.

Teaching Population Through Science Fiction.

Pub Date Apr 74

Note—28p.; Paper presented to the Population Association of America (New York, New York, April 1974)

Journal Cit—Teaching Notes on Population; n6 Sum 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Course Descriptions, *Demography, Educational Innovation, Evaluation Methods, Higher Education, *Population Education, Resource Materials, *Science Fiction, *Sociology, Teaching Techniques, Undergraduate Study, *World Problems

Demand for courses in population problems has increased along with growing public awareness and concern for population-related matters. This paper describes an undergraduate classroom experience which provides an alternative approach to teaching population problems by replacing usual educational materials with selections from science fiction literature. A justification for the use of science fiction is that it coincides with one of the primary goals of sociology, the prediction and understanding of human behavior in its social context. A one-quarter, sophomore-level, introductory course is discussed in terms of student motivation, teacher objectives, and course structure. Course sections on growth, vital processes, and population policy rely on science fiction and traditional readings, class presentations, and class discussion to indicate some of the wide-ranging relations that exist between population phenomena and the gamut of social-structural phenomena. Evaluation of the approach is positive as based on increased student interest and participation, even though the coverage of subject matter is somewhat reduced. A briefly annotated bibliography of science fiction and suggested testing options are appended. (Author/KSM)

ED 093 740 SO 007 583

Silverthorne, Colin

Toward More Authentic Interpersonal Relations, Revisited.

Pub Date 71

Note—6p.; This document makes substantive use of Bertram M. Lee and Warren H. Schmidt, "Toward More Authentic Interpersonal Relations Between Blacks and Whites," Human Relations Training News, v13 n4 1969

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Anglo Americans, Chinese Americans, Conceptual Schemes, Course Descriptions, *Ethnic Relations, *Interpersonal Relationship, Mexican Americans, *Minority Groups, Negroes, *Psychology, *Racial Attitudes, Racial Characteristics, Racial Differences, Sociometric Techniques, Undergraduate Study

Using a conceptual framework which it was believed would facilitate the establishment of authentic interpersonal relations between blacks and whites, a course entitled "The Psychology of Interracial Relations" offered an opportunity to allow those involved with more than the black-white problem a way to look at themselves and deal with more apparent issues. Tables reflect an attempt by the class, homogeneous and interracial in character, to explore their own perceptions, prejudices, and feelings centered around their differences in race. While several similar responses to those obtained with blacks and whites are contained, there are significant differences. The recognition that all minority groups are not the same and their problems are culture-specific is observed as crucial in dealing with the white-Chicano and white-Chinese problems. The matrix of assumptions and behaviors of

white, Chinese, and Chicano groups intersecting with assumptions and behaviors which block or facilitate authentic relations reveal the importance of the perception of minority group problems as those of a particular racial group, not just any nonwhite group. (Author/KSM)

ED 093 741 SO 007 588

Bowerfind, Ibbly Hallam And Others

Art Guide: Let's Create a Form.

Association for Childhood Education International, Washington, D.C.

Pub Date 69

Note—114p.; Originally published by San Diego County Dept. of Education

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$2.50, orders under \$5.00 cannot be billed)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Art Activities, *Art Education, Art Teachers, Audiovisual Aids, *Creative Expression, Elementary Education, Evaluation Methods, Intermediate Grades, Resource Materials, *Sculpture, Secondary Education, Skill Development, Teacher Role, *Teaching Guides, Teaching Techniques

Identifiers—"Three Dimensional Form"

Guidelines for teaching about three-dimensional art in elementary through upper grades provide teachers with an understanding of skill development and basic concepts at each grade level, as well as many specific teaching ideas. Observations on creative expression, approaches to teaching art, and developmental levels in three-dimensional art are followed by comments on discovering design, form and space, color, texture, and creative patterns. Processes, materials and equipment, teaching hints, and evaluation suggestions are included for working in three dimensions with the following: assemblage, puppets and marionettes, mobiles and stables, carving, sand cast, paper, wood, salt dough, paper laminating, clay modeling, basket weaving, and cloth weaving. A bibliography, list of art books for children, and an index of related audiovisual materials conclude the guide. (Author/KSM)

ED 093 742 SO 007 589

Bowerfind, Ibbly Hallam And Others

Art Guide: Let's Make a Picture.

Association for Childhood Education International, Washington, D.C.

Pub Date 69

Note—160p.; Originally published by San Diego County Dept. of Education

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$2.25, orders under \$5.00 cannot be billed)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Art Activities, *Art Education, *Art Expression, Art Teachers, Audiovisual Aids, *Creative Expression, Elementary Education, Evaluation Methods, Intermediate Grades, Resource Materials, Secondary Education, Skill Development, Teacher Role, *Teaching Guides, Teaching Techniques

Identifiers—*Pictures

Guidelines for art education at the elementary through upper grade levels provide guidance and encouragement for students without excessive correction and evaluation procedures on the part of teachers. Elements of a picture and general approaches to teaching art emphasize creative and imaginative expression and skill development. The main body of the guide deals with what makes a picture and teaching ideas. The elements of a picture are explained and exemplified for each grade level. Processes, materials and equipment, teaching hints and evaluation methods are included for making pictures with the following: tempera, collage, colored chalk, tissue paper, finger paint, stitchery, texture, mosaics, chipboard, water color, silk screen, crayon, calligraphy, figure drawing, and toothpicks. A bibliography with general references and resources on specific techniques, a list of art books for children, and an index to audiovisual materials conclude the guide. (Author/KSM)

ED 093 743 SO 007 590

Dunfee, Maxine Crump, Claudia

Teaching for Social Values in Social Studies.

Association for Childhood Education International, Washington, D.C.

Pub Date 74

Note—74p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$2.75, orders under \$5.00 cannot be billed)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Conflict Resolution, Democratic Values, Discriminatory Attitudes (Social), Educational Strategies, Elementary Education, Environmental Education, Friendship, *Human Relations, Interaction, *Interpersonal Relationship, Learning Activities, Role Playing, Self Concept, Simulation, *Social Studies, Teaching Techniques, *Values

A guide for teaching values in social studies takes a positive stand with regard to the importance of values education in the elementary school based on the belief that many personal and societal problems are the results of unresolved value conflicts. It is hypothesized that children who have continuing experiences in value identification, clarification, and conflict resolution are better able to meet daily problems and that social studies offers an effective vehicle for value clarification as its content is drawn from the world of human relationships and interactions. An introductory chapter clarifies the values dilemma in social studies. Five chapters describe strategies and suggest activities for building self-concept, widening friendships, overcoming bias and prejudice, realizing democratic ideals, and renewing the environment, all through the valuing processes. Classroom exercises, role playing, simulation, and discussion techniques are explained in each chapter. Activities involve entire classes, small groups, and individuals as well as student-teacher and peer interaction related to social studies content areas. (Author/KSM)

ED 093 744 SO 007 591

Soltow, Martha Jane And Others

Women in American Labor History, 1825-1935; An Annotated Bibliography.

Michigan State Univ., East Lansing. School of Labor and Industrial Relations; Michigan State Univ., East Lansing. Univ. Libraries.

Pub Date 72

Note—156p.

Available from—Research Publications, School of Labor and Industrial Relations, 402 S. Kedzie, Michigan State University, East Lansing, Michigan 48823 (\$2.50)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Employment, Feminism, Industrial Relations, *Labor, Labor Conditions, Labor Education, Labor Laws, Labor Legislation, Labor Unions, Resource Materials, *United States History, Womens Studies, *Working Women

The subject of this bibliography, women in American labor history, deals with women in unions from 1825 to 1935, as well as with such topics as worker education, legislative lobbying, and the recruitment of interest groups. The termination date of the works cited in the bibliography, 1935, was chosen as a time when craft unionism began to decline and when industrial unionism gave a different dimension to women in industry. Book, journal article, monograph, pamphlet, and United States government publication citations are included; but State publications, theses, and dissertations are not. The bibliography is divided into sections on employment, trade unions, working conditions, strikes and lockouts, protective legislation, work education, labor leaders, and supportive efforts. A list of archival sources in the United States having substantial material relating to women and labor and a list of publications of the U.S. Women's Bureau through 1935 are appended. A three-part index contains a cross reference to the main section, a subject index, and an author index. (Author/KSM)

ED 093 745 SO 007 592

Report of the Symposium on Population and Human Rights (Amsterdam, January 21-29, 1974).

United Nations, New York, N.Y.

Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Report No.—E-CONF-60-CBP-4

Pub Date 19 Mar 74

Note—45p.; Background paper for World Population Conference (Bucharest, Romania, August 19-30, 1974); in English

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Civil Liberties, Conference Reports, *Demography, Institutional Role, International Programs, Migration, *Policy Formation, Population Distribution, Population Growth, *Population Trends, Reproduction (Biology), *World Problems
Identifiers—*Human Rights, Mortality

The Symposium on Population and Human Rights drew together 28 experts in various disciplines to formulate scientific opinion on the interrelationships between population and human rights and, more specifically, to provide inputs for the World Population Plan of Action. The symposium devoted its attention to the human rights standards which have a direct influence on the three main demographic variables of fertility, mortality, and migration. The symposium report contains a summary of the main conclusions reached during the week-long meeting. Areas of consensus for each of the demographic variables, including internal and international migration, are spelled out. Other sections present summaries of discussions on the implications of population trends for the formulation and exercise of human rights; on roles of the community, state, and other institutions in safeguarding and promoting human rights in the light of population trends; and on the role of international organizations in formulating human rights connected with population matters. Annexes contain the agenda, list of participants, and a list of technical and background papers. (Author/KSM)

ED 093 746 SO 007 594
Sizer, Nancy F.

Dewey, China and the Philosophy of Development: A Contrast of American Progressive Educational Thought and Practice with That of Modern China.

Pub Date Apr 74

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Comparative Education, Democratic Values, *Educational History, *Educational Philosophy, Educational Strategies, *Educational Theories, Individualism, Moral Values, Non Western Civilization, *Progressive Education

Identifiers—*China, Dewey (John)

John Dewey's 2-year visit to China after World War I resulted in a continuing influence of his ideas on institutions and beliefs of modern Chinese education. Looked at against background of both traditional and Communist China, Dewey's ideas serve to illustrate the thesis that, while he is vilified, Deweyism is alive in Communist China and that his beliefs concerning individualism, democracy, moral persuasion, and theory vs. practice are still part of the Chinese philosophic concern. The current attempt of self-improvement in China is considered a central value in education. Dewey's idea of democracy is close to the Chinese tradition of government which relied more on the power of example and of persuasion than of force. From the point of view of the accountability of the regime to popular opinion, it is seen that Chinese Communists draw on a political tradition altered by Dewey's notion of moral persuasion. Institutions which are most essentially Deweyan today are the half-work half-study or May 7 schools which stress practice over theory, reminding one of the progressive movement in education. Dewey's definitions of individualism, democracy, moral persuasion, and theory vs. practice are not accepted in China, but progressive educational theories are practiced extensively. (Author/KSM)

ED 093 747 SO 007 595
Hata, Don, Jr. Hata, Nadine I.

I Wonder Where the Yellow Went? Distortions and Omissions of Asian Americans in California Education.

Pub Date Apr 74

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 16-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Asian Americans, Chinese Americans, *Cultural Pluralism, Democratic Values, Discriminatory Attitudes (Social), Ethnocentrism, Filipino Americans, Japanese Americans,

Korean Americans, Minority Groups, Non Western Civilization, *Social Studies, Stereotypes, *Textbook Bias, Textbook Evaluation, *United States History

Very little is taught about Asian Americans in United States' education institutions at any level of instruction. Evaluations of standard U.S. history and social studies textbooks since World War II show that most are inadequate in their coverage of minority groups to the extent that they have encouraged the perpetuation of negative stereotypes. Inaccurate vocabulary is encountered in materials, as is the casual lumping together of Asians in Asia and Asians in America. Significant historical episodes involving Asian Americans, relevant to all Americans, are still ignored by elementary and secondary courses on social studies and U.S. history. The emphasis of the American educational system on the Western and White-Anglo-Saxon-Protestant traditions is no longer acceptable. The movement for fundamental changes in our educational process toward the goal of cultural pluralism has great potential. Serious consideration of the following is urged to remedy this situation: (1) expansion of bilingual programs and of foreign language programs in general; (2) more accurate representation of non-western civilizations; (3) more appropriate treatment of Asian American contributions to the development of the United States; (4) evaluation of instructional materials to rectify distortions or omission of the Asian American experience; and (5) support to study all Asian and Pacific Americans in educational institutions. (Author/KSM)

ED 093 748 SO 007 596
Butts, R. Freeman

Public Education and Political Community.

Pub Date 17 Apr 74

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 17, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Comparative Education, Development, *Educational History, Historical Reviews, *Institutional Role, International Education, Models, *Political Socialization, *Public Education, Public Schools, Technological Advancement, Universal Education

Identifiers—Modernization

In the last fifteen years revisionists have attacked the ascendancy of Ellwood P. Cubberly, and his pietistic picture of the public school, with historical perspectives that relegate public education to being one of many educational functions in American culture and with the view that public schools "miseducate" the American people. Neither provides the constructive conceptual framework that modernization -- the accelerated interaction of long term trends such as urbanization, the centralizing power of the nation-state, and racial and ethnic integration -- does. Such a framework might be the first corrective for the revisionism of the 50's and 60's. The second, a re-examination of the role of organized schooling in social change, should focus on the institutional history of education. The third requires a more sedulous view of the history of American education in comparative and international perspective as a phase of the modernization of Western civilization. The fourth corrective must be attention to the role of organized public education in building a political community in the United States, a traditional role for public education, but one long overlooked by educational historians. (JH)

ED 093 749 SO 007 597
Leming, James S.

An Empirical Examination of Key Assumptions Underlying the Kohlberg Rationale for Moral Education.

Pub Date 16 Apr 74

Note—35p.; Paper presented at the annual Meeting of the American Educational Research Association (Chicago, April 16, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Cognitive Development, Conflict Resolution, Curriculum Development, Educational Research, Educational Theories, Interviews, Learning Processes, *Moral Development, *Moral Values, *Program Effectiveness, *Relevance (Education), Secondary School Students, Values

Identifiers—*Kohlberg (Lawrence), Moral Dilemmas

To show that there are crucial assumptions of the cognitive-developmental approach to moral education made about the nature of moral reasoning which may not be warranted, sixty public school students randomly selected from two middle schools and two high schools, were interviewed on twelve different dilemmas. Transcripts of the interviews, discussing three dilemmas within each of the four forms of moral reasoning, were scored and analyzed. Findings indicated that the cognitive-developmental claim of naturally occurring invariant development of stages of moral reasoning was confirmed for only three of the four forms of moral reasoning. Research raised the following questions about assumptions underlying Kohlberg's rationale: whether raising an individual's level of moral reasoning on one form of reasoning produces a concomitant advancement in his reasoning on an alternate form of reasoning; and if Kohlberg's moral education program stimulates the key form of moral reasoning for moral action. The conclusion reached is that for a moral education program to be maximally effective, it ought to focus on naturally occurring situations within the life-space of the students and ask of them deliberation about their prospective behavior other than to exclusively form judgments about others behavior. (Author/KSM)

ED 093 750 SO 007 598
The Earth as the Home of Man. Kindergarten.

Resource Units I Through V.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—HS-045

Pub Date 66

Note—135p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Course Objectives, Curriculum Guides, Fundamental Concepts, *Geography, Kindergarten, *Map Skills, *Physical Geography, Resource Units, Skill Development, *Social Studies Units, Teaching Guides, Unit Plan, *World Geography

Identifiers—*Project Social Studies

Five resource units constitute the Kindergarten level of the Project Social Studies curriculum. The five units, on the theme of earth as the home of man, are preceded by a grid showing the concepts, generalizations, sequential development of skills, and attitudes appropriate to each unit. All the units follow a similar format, consisting of an introduction and list of objectives, concepts, generalizations and skills, with the main body aligning objectives, content outline, teaching procedures and materials of instruction for the entire unit. Unit I, Earth as the Home of Man, introduces the meaning of specific geographic concepts, observational techniques, and knowledge of map symbols. Unit II, A World of Many People, acquaints children with people that live around the world through the medium of picture story books. Unit III, Our Global Earth, deals with concepts of geographic representation, site concepts, and concepts concerned with the earth as a globe. Unit IV, Man Changes the Earth, emphasizes an understanding of the processes by which man and nature change the physical environment. Unit V, A Home of Varied Resources, focuses on the concepts of diversity, interrelatedness, and spatial location. (Author/KSM)

ED 093 751 SO 007 599
Wick, John W.

Law in American Society. Evaluation Report.

Pub Date [70]

Note—101p.; For related document, see ED 079 193

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Academic Achievement, Civil Liberties, *Curriculum Evaluation, Democracy, Intermediate Grades, *Law Instruction, Political Attitudes, Program Evaluation, Secondary Grades, *Social Studies, *Student Opinion

Identifiers—*Law in American Society Project

The results of the 1969-1970 research program for the Law in American Society Foundation, on the use of Law in American Society material in grades five, seven, nine, and eleven, are summarized in this report. Two general questions concerning improved achievement on the concepts covered by students using the materials and more positive opinions about aspects of the law

and the legal system are posed. Data collected on these questions comes from comparisons between Experimental groups and a Control group and gain scores for two different Experimental groups. After the introduction the report begins with a discussion of sampling and statistical procedures and comments on inherent problems in the research program. Then, a general statement of results summarizes the achievement and opinion changes overall, grade by grade, and includes statistical tests and graphs. Finally, the achievement tests are presented item by item with proportions of students responding correctly and comments and suggestions based on this information; and the opinion panel results, are given for each of the twenty-five items with results for all of the grades on a single graph and comments about individual items and grouped items. (Author/JH)

ED 093 752 SO 007 603

Individualized Instruction in Family Living: Information for Professionals: Where Can Students Get the Answers?; Biographical Unipac Listing. Turner Unified School District 202, Kansas City, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Career Education, Community Role, Consumer Education, *Curriculum Development, Curriculum Evaluation, *Educational Innovation, Elementary Education, *Family Life Education, *Health Education, *Individual Instruction, Kindergarten, Parent Role, Secondary Education, Sex Education, Student Needs, Student Role, Teacher Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Individualized Instruction in Family Living, Unipacs

Through a series of sequential statements, the booklet reconstructs the development of the Individualized Instruction in Family Living Project. Intended for elementary and secondary level students, the project's main objectives are: (1) to improve student self-image and understanding; (2) to acquaint students with value clarification; and (3) to teach goal setting techniques. The program, designed by a group of professionals and interested citizens, consists of the development of classroom curriculum materials, analyzed and developed by educators, and the establishment of a teacher training program. A survey of teachers, parents, and students determines questions to which students need answers. Information which answers these questions is arranged into individualized programs and packages called unipacs, which are made available to school and community. In an effort to share with others what they have learned, the project developers will visit and consult with individual school districts. Several available publications which treat the project are listed. The titles of the 29 unipacs with designated grade level are also listed. (Author/RM)

ED 093 753 SO 007 604

Balicki, Stanislaw Witold And Others
Cultural Policy in Poland. Studies and Documents on Cultural Policies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—67p.; Related documents are SO 007 605-606 and ED 066 077

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (\$2.00)

Document Not Available from EDRS.

Descriptors—Administrative Policy, Cultural Background, *Cultural Education, *Cultural Environment, *Educational Development, *Educational Policy, Financial Policy, Fine Arts, Government Role, Guidelines, *National Programs, National Surveys, Policy Formation, Theater Arts

Identifiers—*Poland

A survey of cultural policy in Poland, prepared for UNESCO, is one of a series showing how cultural policies are planned and implemented in member states. The dual traditions of the ready assimilation of European elements into Polish culture and Poland's determination to maintain a na-

tional identity throughout 123 years of partition are presented in an introduction. The principles upon which cultural policy is now based and the social structure and forces behind the development of culture are described, providing a background for discussion of the role of the masses as creators and recipients of culture and the use of culture as a means of innovation. School education, culture centers, education in the arts, the socio-cultural movement, cultural regionalism, the artist's new social status, government aid of creative work, books and libraries, the performing arts, and the protection of monuments are some of the topics analyzed. The concluding chapter summarizes contacts and cooperation of Polish culture throughout the world. (Author/KSM)

ED 093 754

Michman, Joseph

Cultural Policy in Israel. Studies and Documents on Cultural Policies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—79p.; Related Documents are ED 006 077 and SO 007 604-606

Available from—UNIPUB, Inc. P.O. Box 433, New York, N.Y. 10016 (\$2.65)

Document Not Available from EDRS.

Descriptors—Administrative Policy, Adult Education, Cultural Background, *Cultural Education, Cultural Environment, Cultural Opportunities, *Educational Development, *Educational Policy, Financial Policy, Fine Arts, Government Role, Guidelines, *National Programs, National Surveys, *Policy Formation

Identifiers—*Israel

A survey of cultural policy in Israel, prepared for UNESCO, is one of a series of booklets to show how cultural policies are planned and implemented in various countries. The series provides a guide to these countries which have yet to establish cultural policies to help them profit from past experiences. The historical background of Israel's cultural policy, a factor which is felt to have affected both the population as a whole and the various branches of cultural life, is discussed in the introduction. The philosophy of cultural democracy which lies behind Israel's policy is explored and the administrative and financial structure of the Ministry of Education and Culture, founded in 1949, is discussed. Promotion, dissemination, and schools related to art are the topics of the next three chapters. Efforts in the areas of adult education and library services are then presented. The culture of minority communities and activities dealing with antiquities in Israel conclude the study. An appendix containing results of a survey of patterns of recreation and cultural needs in Israel is followed by a bibliography. (Author/KSM)

ED 093 755

Franz, Peter

Cultural Policy in the Federal Republic of Germany. Studies and Documents on Cultural Policies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—53p.; Related documents are SO 007 605-604 and ED 066 077

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (\$2.25)

Document Not Available from EDRS.

Descriptors—Administrative Policy, Art Education, Cultural Background, Cultural Education, *Cultural Environment, *Cultural Opportunities, Educational Development, *Educational Policy, Financial Policy, Fine Arts, Government Role, Music Education, *National Programs, National Surveys, *Policy Formation, Theater Arts

Identifiers—*West Germany

A survey of cultural policy in the Federal Republic of Germany, prepared for UNESCO, is one of a series showing how cultural policies are planned and implemented. A brief general description of how the federal government, the Lander governments, and the municipal and local authorities cooperate to promote cultural life is presented in an introduction. The study does not describe the full range of cultural life but rather is limited to providing an account of the situation in individual cultural sections. It outlines various problems and trends, and describes the relation-

ship and cooperation between the authorities and agencies which deal with cultural policy. Topics discussed are culture and the state, institutions and instruments, cultural sections, training of artists and art teachers, and art education. A summary notes the tendency toward a broader definition of cultural life beyond its traditional areas and the integration of many spheres of cultural life with other aspects of social life. (Author/KSM)

ED 093 756

SO 007 608

International Education Act: Hearings Before the

Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Eighty-Ninth Congress, Second Session on S. 2874 and H.R. 14643.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare. Pub Date Aug 66

Note—547p.; For the supplemental readings, see ED 087 643; Page 267-334 were removed for copyright reasons; Not available from Superintendent of Documents

EDRS Price MF-\$0.90 HC-\$25.80 PLUS

POSTAGE

Descriptors—*Cross Cultural Studies, Culture Contact, *Educational Legislation, Federal Aid, Federal Legislation, *Federal Programs, Financial Support, *Foreign Relations, Foreign Students, Higher Education, Intercultural Programs, *International Education, Student Exchange Programs, Study Abroad, Tables (Data)

Identifiers—*Congressional Hearings, International Education Act of 1963

Testimony presented at hearings for a bill to provide for the strengthening of American educational resources for international studies and research is contained in this volume. The bill and its amendments, which are reproduced, call for the establishment of centers for advanced international studies grants to strengthen undergraduate programs in international studies, and amendments to strengthen Title VI of the National Defense Education Act (NDEA) of 1958. Testimony from witnesses appearing before the subcommittee on education is followed by prepared statements of representatives from institutions involved with international studies and research. Additional supporting information includes a proposed amendment to vest statutory authority for language and area centers and fellowships under Title VI of NDEA, 11 articles relating the benefits of study abroad, and copies of communications sent to members of the subcommittee from concerned individuals in education, government, and business. Responses to questions from the committee and selected tabular matter conclude the hearing materials. (KSM)

ED 093 757

Thomas, Alan M. Diamond, Naomi

Changes in Secondary Education and Their Implications for Continuing Education in Canada. Experiments and Innovations in Education Number 5.

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—26p.

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (\$1.30)

Document Not Available from EDRS.

Descriptors—Adult Education, Behavior Change, *Continuous Learning, *Educational Change, *Educational Innovation, Educational Theories, Educational Trends, High School Curriculum, *Learning Experience, Nonformal Education, *Organizational Development, Program Descriptions, Secondary Education

Identifiers—*Canada

One of a series of papers devoted to new ideas in education, this study reflects on the question of educational change. Specifically, changes in secondary education in Canada which appear relevant to the emergence of operating systems of continuing education are described. The first part of the study examines the principles of educational innovation, deciding on the qualities of a relevant and significant innovation. This analysis leads to the view that the real test of innovation is the nature of learning and the behavior that results from learning, or the successful changes in secondary education which bring about self-reliance and innovative behavior. Examples of

this innovative behavior from the province of Ontario are scrutinized. Conclusions about the innovative nature of these programs suggest that most changes are being developed and supported by people with little or no understanding of continuing education. Further, changes in the material of curriculum appear to be of little consequence while changes in the environment, relationships, premises and styles of teaching and learning are what matter. At the secondary level, education appears to be still tied too closely to custodial tasks and to a certain level of learning, rather than a specific method, and seems unable to fit harmoniously into continuing education. (Author/KSM)

ED 093 758 SO 007 610
Rash, Julie, Ed. Markun, Patricia Maloney, Ed.
New Views of School and Community.

Association for Childhood Education International, Washington, D.C.; National Association of Elementary School Principals, Washington, D.C.

Pub Date 73

Note—66p.

Available from—ACEI Publications, Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 (NAESP \$3.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Community Control, *Community Resources, Comparative Education, *Educational Environment, Educational Facilities, *Educational Innovation, *Educational Trends, Models, Projects, Resource Materials, School Community Cooperation, School Community Programs, *School Community Relationship, Year Round Schools

Nine separate articles in an illustrated booklet present opinions on the evolving relationship of schools and communities in the United States and abroad. Several ideals or models of community in the past and present are described. It is noted that the concept of community, while just coming into its own in education, still faces serious problems. Utilization of community resources is promoted as a new way to "get it all together" to improve education and society in general. New perspectives on education springing from the community are reviewed and a restructuring of decision-making processes is called for in order to make community involvement, control, and participation a reality. A discussion of the effects of the community school relationship on the traditional school model and facilities is followed by an interview with an architect-planner who offers responses to the needs of teachers, children and parents to make the school a more humane place for learning as well as a community center. The concept of the year round school is elaborated in relation to better utilization of school facilities. Projects around the country are spotlighted to give an idea of what is happening, and where, school community relations. A list of resources concludes the booklet. (Author/KSM)

ED 093 759 SO 007 611

Cherns, A. B. And Others

Social Science Organization and Policy: Belgium, Chile, Egypt, Hungary, Nigeria, Sri Lanka. First Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—352p.

Available from—UNIPUB, P. O. Box 433, New York, N.Y. 10016 (\$14.85)

Document Not Available from EDRS.

Descriptors—Careers, Comparative Analysis, Financial Support, *Government Role, Human Resources, *Information Utilization, Manpower Utilization, Models, *National Programs, Objectives, Planning, *Policy Formation, Professional Education, Research and Development Centers, Research Utilization, *Social Sciences Identifiers—Belgium, Chile, Egypt, Hungary, Nigeria, Sri Lanka

Within the context of UNESCO publications concerning science development, this first survey of country studies on Belgium, Chile, Egypt, Hungary, Nigeria and Sri Lanka gives information on the present state and organizational structure of social sciences. Evaluations of achievements which should contribute to the development of research and training are provided as well as the

identification of steps necessary for the future development and application of the social sciences. The six country studies deal also with the ways for achieving a more efficient transmission of social science information and knowledge to governments and the public, and the principal objectives of social science policies in different social and economic environments. An important part of the survey is the general introduction containing an analysis of social science research and training policies. Based on the factual data and evaluations presented in the country studies, as well as on the experience gained in other countries, this introduction gives a first approach to the elaboration of models of social science policy. (Author)

ED 093 760 SO 007 612

Persons, Scott And Others

Project Success Environment. Development of the Success Technique: An Overview of Three Years Happenings. Toomer Log: A Blow by Blow Description of Applying Positive Reinforcement. A Positive Contingency Management Program for Elementary Teachers.

Atlanta Public Schools, Ga.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date 73

Note—136p.; For a related document, see ED 057 145

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Academic Achievement, *Behavior Change, Classroom Arrangement, Curriculum Development, Diffusion, Educational Change, *Educational Environment, *Educationally Disadvantaged, Elementary Education, Evaluation, Experimental Programs, Guidelines, Individual Needs, *Positive Reinforcement, Program Descriptions, *Success Factors

Identifiers—*Contingency Management, Elementary Secondary Education Act Title III, ESEA Title III, Project Success Environment

Three documents describe the Project Success Environment Program, which was funded to help alleviate behavioral and academic problems of children from urban, low-socio-economic backgrounds by providing them with an opportunity to experience success in school. The program, sponsored by the Atlanta Public Schools, consisted of: (1) a positive contingency management system designed to deliver a high rate of reinforcement for appropriate social and academic behaviors, (2) a classroom arrangement designed to foster small group and individualized teaching, and (3) some revision of the standard curriculum. The three-part program, referred to as the "success technique," was tested in 44 classrooms over the three year period and resulted in dramatic improvement in classroom management and substantial achievement gains. A detailed summary of the project is presented in "An Overview of Three Years Happenings," which chronologically reviews project developments and changes as well as initial efforts to spread the technique to other schools. The "Toomer Log: A Blow by Blow Description of Applying Positive Reinforcement" presents a condensed version of the practical difficulties and day-to-day implementation procedures. A third document, "A Positive Contingency Management Program for Elementary Teachers," describes the method and results of the program's third year. (Author/KSM)

ED 093 761 SO 007 613

Community Schools: Hearing before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on H.R. 972, H.R. 6697, and H.R. 10049.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 6 Sep 73

Note—104p.; Not available from the Superintendent of Documents

Available from—Inquire with the House General Subcommittee on Education

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Community Resources, *Community Schools, Community Service Programs, *Educational Legislation, Educational Programs, Federal Aid, *Federal Legislation,

Government Publications, Government Role, *National Programs, *Recreational Programs.

This report contains hearings before the 93rd Congress on the Community School Center Development Act, contained in bills H.R. 972, H.R. 6697, and H.R. 10049. The purpose of the act is to provide recreational, educational, and a variety of other community and social services through the establishment of community schools. The report contains the complete text of the three bills as well as statements by educators, congressmen and association members advocating, opposing, and offering suggestions for modifying the bills. Supplemental material provided in the report includes articles on community education from various sources such as the Christian Science Monitor and the Community Education Journal. Brief summaries on the history and activities of already existing community schools are also presented. (Author/RM)

ED 093 762 SO 007 614

Stewart, John G., Ed.

DEA News, Number 2, Spring and Summer 1974. American Political Science Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—7p.

Available from—Division of Educational Affairs, American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (Free to members, Dept. Chairmen, and upon request to non-members)

Document Not Available from EDRS.

Descriptors—American Government (Course), College Teachers, Education, Government Role, Higher Education, Information Dissemination, *Instructional Materials, *Newsletters, *Political Science, *Public Affairs Education, Secondary School Teachers, *Social Studies, Undergraduate Study

Identifiers—Political Science Curriculum Project

Published periodically, the DEA News, from the Division of Educational Affairs of the American Political Science Association, concentrates on issues and policies in education of special concern to political scientists and on specific information about course materials. Also the News reports on education issues, on questions about public awareness of governmental affairs, and on the educational needs of students. The feature article in this issue is an assessment of the national social studies survey of young Americans conducted by the National Assessment of Educational Progress. Other items include a description of a new approach to the introductory course in political science at the University of South Carolina; interviews with three political scientists who are directly involved in determining higher education policies; a bibliographic review of government documents; an editorial and communications section; and a workshop and announcements section. This issue also includes an eight page supplement on the High School Political Science Curriculum Project's twelfth grade program Comparing Political Experiences. (Author/JH)

ED 093 763 SO 007 617

McDaniel, Margaret, Comp.

Aids to Environmental Education: Preschool-Grade 3; Grades 4-6; Update I (June 1974). Massachusetts Audubon Society, Lincoln. Hatheway Environmental Education Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—69p.; For a related document, see SO007618 and 619

Available from—Hatheway Environmental Education Institute, Massachusetts Audubon Society, Lincoln, Mass. 01773 (\$0.60 for each part)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Air Pollution Control, *Annotated Bibliographies, Bibliographies, City Problems, Classroom Materials, *Conservation Education, *Ecology, Elementary Education, *Environmental Education, Futures (of Society), *Natural Resources, Outdoor Education, Preschool Education, Resource Materials, Urban Studies

This annotated bibliography of environmental education materials for preschool through grade 6 is intended for teachers and librarians. Most materials cited were published from 1970-1972.

although a few date from the 1960's. The bibliography has two main sections: (1) preschool-grade 3 and (2) grades 4-6. A third and last section, an update of materials published from 1970-1973, cites additional materials not included in the main section. Within each section materials are listed by author under the following categories: (1) bibliographies; (2) books for students; (3) books for teachers - activity guides; (4) curriculum materials; (5) filmstrips; (6) graphics; and (7) magazines. Prices are included for magazine subscriptions. Publisher's addresses are also provided. (Author/RM)

ED 093 764

SO 007 618

McDaniel, Margaret, Comp.

Aids to Environmental Education: Grades 7-9, Grades 10-14, Update I (June 1974).

Massachusetts Audubon Society, Lincoln. Hatheway Environmental Education Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—115p.; For a related document, see SO007617 and 619

Available from—Hatheway Environmental Education Institute, Massachusetts Audubon Society, Lincoln, Mass. 01773 (\$1.00 for Grades 10-14, \$0.60 each for Grades 7-9 and Update I)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Air Pollution Control, *Annotated Bibliographies, Bibliographies, City Problems, Classroom Materials, *Conservation Education, *Ecology, *Environmental Education, Futures (of Society), Higher Education, *Natural Resources, Outdoor Education, Resource Materials, Secondary Education, Urban Studies, Values

This annotated bibliography of environmental education materials for grades 7 through 14 is intended for teachers and librarians. Most materials cited were published from 1970-1972, although a few date from the 1960's. The bibliography has two main sections: (1) grades 7-9 and (2) grades 10-14. A third and last section, an update of materials published from 1970-1973, cites additional materials not included in the main section. Within sections, materials are arranged by author within categories such as the following: (1) bibliographies; (2) books; (3) curriculum materials; (4) films; (5) filmstrips; (6) graphics; and (7) magazines and newsletters. Publisher's addresses are also provided. (Author/RM)

ED 093 765

SO 007 619

McDaniel, Margaret, Comp.

The Energy Crisis - Aids to Study.

Massachusetts Audubon Society, Lincoln. Hatheway Environmental Education Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Note—25p.; For related documents, see SO007618 and SO007617

Available from—Hatheway Environmental Education Institute, Massachusetts Audubon Society, Lincoln Mass. 01773 (\$0.60 each)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Depleted Resources, Electricity, Elementary Grades, Energy, *Energy Conservation, *Environmental Education, *Fuels, *Futures (of Society), Heat, Instructional Materials, Life Style, Petroleum Industry, Population Trends, Resource Allocations, Secondary Grades, Solar Radiation

Identifiers—Energy Crisis

Over one hundred citations, the majority of which are current works dating from the seventies, are provided in this annotated bibliography focusing on energy. Entries include books, pamphlets, reports, magazine articles, bibliographies, newsletters, and curriculum materials, such as audiovisual aids, guides and units, and simulations which will be useful in beginning a study of the energy crisis. Multi-disciplinary materials are included. Materials particularly suitable for use at the elementary level are marked with an asterisk, although elementary teachers can find much interesting information in the other citations. The concluding section contains addresses for obtaining the materials cited. (Author/JH)

ED 093 766

SO 007 620

Ripple, Richard E.

The Teaching of Educational Psychology 1973: Freedom to Choose.

Pub Date [73]

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *Course Descriptions, *Educational Psychology, Higher Education, *Instructional Innovation, Relevance (Education), Student Evaluation, *Student Responsibility, Student Role, Teacher Role, *Undergraduate Study

In response to renewed interest in undergraduate instruction and to the undergraduate's participation in a humanistic revolt against depersonalization and "scientism," a new educational psychology course has been instituted at Cornell. The 100 to 150 students of varying purposes and interests who enroll in the course are not a coherent group preparing to teach. By placing responsibility for the course with students the following procedures have been worked out. General goals, as viewed by the instructor are presented to the students. Weekly lectures are scheduled to provide continuity. Textbooks, readings, and journals are recommended for student selection. Group discussions among students with common interests are suggested. Student performance and grades are judged on the merits of project activities, some highly directed others open-ended, which make up the student's file. Scheduling of projects, interviews, and exams is up to the student. Modifications of the program have included formalizing such activities as discussion groups and project schedules. Students do not complain about grades, work quality has improved, lecture attendance is good, and incompletes are high but not subject to criticism. (JH)

ED 093 767

SO 007 621

Ronchi, Don, Ripple, Richard E.

Behavioral Change as a Result of Videotaped Playback: An Examination of Two Models.

Pub Date 72

Note—29p.; Paper presented to the American Educational Research Association (Chicago, April 1972)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Behavior Change, Behavior Patterns, *Feedback, *Learning Theories, Literature Reviews, Locus of Control, Models, Reinforcement, Research Design, Social Studies, *Video Tape Recordings

The literature on the behavior effects of videotaped playback reveals that little theoretical formulation has been offered to explain the positive results which have been reported. Two theoretical models are considered in regard to these results. The first, a reinforcement model, suggests that some behaviors are reinforced positively and some negatively during playback. The second model, derived from an attribution theory, suggests that videotaped playback introduces the perceptual bias of observers to the actor and augments his belief in personal causality. The two models make different predictions about the effects of playback over time. The reinforcement model predicts that the modification of behavior should increase as the number of playbacks increases. The attribution model predicts an inverse relationship between exposure to playback and behavior change. These predictions were tested using small groups of elementary school children in social studies classes. Results indicated support for the attribution model for direct playback conditions and for the reinforcement model for vicarious (viewing of another group) playback conditions. Implications for both theory and practice are discussed. (Author/KSM)

ED 093 768

SO 007 622

Deffenbaugh, Sue A. And Others

An Investigation of an Instrument Battery Related to the Expectancies for Student-Centered Teaching Behaviors in "Man: A Course of Study."

Eastern Regional Inst. for Education, Syracuse, N.Y.

Pub Date 70

Note—174p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Behavior Change, Changing Attitudes, Curriculum Evaluation, Educational Research, Formative Evaluation, Measurement Instruments, *Process Education, *Social Studies, *Student Centered Curriculum, *Teacher Behavior, Teaching Styles

Identifiers—MACOS, *Man A Course of Study

Man: A Course of Study (MACOS), a social studies curriculum based on a process curriculum design and the inquiry method, was the subject of a research project conducted as part of the overall evaluation project of the MACOS curriculum. The report focuses on the teacher's role in the MACOS curriculum, specifically with expectations for performance and attitudinal factors of teacher behavior. The project attempted to identify behaviors, operationally defined, which constitute child-centered instruction; the problems associated with the evaluation of child-centered, nondirective, dialectical teaching; the instruments most effective and efficient for evaluating these behaviors; and the child-centered behaviors and attitudes exhibited by teachers of MACOS. The rationale, procedures, and review of data-gathering instruments are followed by results and discussion. In summary, the instruments seem to constitute a promising battery for assessing the degree to which teachers adopt student-centered behaviors and attitudes as a result of teaching the MACOS curriculum. Appendices containing the instruments, base data, and quotes and drawings follow a bibliography. (Author/KSM)

ED 093 769

SO 007 623

Ripple, Richard E.

E.R.I.E. and Process Education (With Reference to MACOS and SRA-SSLU). A Summary Statement.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Note—11p.; Related document is ED 067 728

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Patterns, *Curriculum Design, Curriculum Development, *Educational Change, Educational Strategies, Educational Theories, Elementary Education, Learning Experience, Models, *Process Education, *Skill Development, *Social Studies, Student Teacher Relationship, Teacher Role, Values

A summary position statement of the Eastern Regional Institute for Education presents its mission of changing elementary education toward the direction of process education. The first of three basic parts reviews the three completed chapters of a monograph, "What is Process Education? An Emerging Rational Position," in terms of a definition of process education, student behaviors toward which process education is directed, the requirements for process curricula, and the nature of instruction in process education. The second part reviews the pupil and teacher materials for Man: A Course of Study and for Social Science Laboratory Units with reference to learning outcomes, instructional systems, pupil and teacher roles, and teacher skills and techniques. The last part discusses the differentiation of process from non-process curricula. (Author/KSM)

ED 093 770

SO 007 624

Bertrand, Alvin L.

An Overview of Sociologists' Contribution to Social Action Systems.

Pub Date Mar 74

Note—8p.; Prepared for presentation at the Meeting of the Southwestern Sociological Association (Dallas, Texas, March 27-30, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Action Programs (Community), *Activity Learning, Community Change, Community Development, Field Studies, Information Utilization, Intellectual Disciplines, *Relevance (Education), *Research Utilization, *Social Action, Social Problems, *Sociology

The contribution of sociologists to social action programs has been notable for being unnotable, with a few important exceptions. Yet the future and survival of sociology lies in moving sociology more obviously from the classroom to the world outside. Sociologists suffer from a restricted vision of what their discipline can do, which causes them to be preoccupied with theorizing and allows them to think of problems as potential journal articles. One reason for the failure of sociologists to have an impact on social action is that

applied research, the generation of new information helpful in problem solving, as opposed to theoretical research, the testing of new theories, is lacking. Theory is useless without concrete knowledge of a community with which to work. Another reason is that sociologists are not really professionally competent; they are unable to identify concrete manifestations in patterned social interaction. The fault is in the training which relies, for instance, on abstract definitions and descriptive accounts rather than use of the community as a laboratory. The emerging sub-discipline, the sociology of development, is one step, however, toward bringing about more effective sociologists for the good of the entire discipline. (Author/JH)

ED 093 771 SO 007 627

Raven, Bertram H.

Power Relations in Home and School.

Pub Date Apr 74

Note—27p.; Paper presented to the Western Psychological Association, Symposium on Social Power and Social Rates (San Francisco, April 25, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavior Patterns, Decision Making, Educational Sociology, Family Relationship, *Individual Power, *Interpersonal Relationship, Parent Child Relationship, Peer Relationship, *Power Structure, Social Influences, *Social Relations, Student Teacher Relationship

This paper explores the concept of social power as defined by the author and John R.P. French fifteen years ago. Social power is the potential influence which an agent could exert over some person. The means for exercising that power could be in the form of any of six bases falling into the following categories: informational power, which is socially independent; coercion and reward, which are socially dependent on surveillance; and expert power, referent power, and legitimate power, which are socially dependent without surveillance. Various studies, such as a survey of the power husbands and wives use with respect to one another and a survey of the power students perceive as being exercised by their teachers and fellow students, are described to indicate the usefulness of the power base concept. Recent directions and ideas for further research using the concept of social power are mentioned and include assigning attribution of causality for change and social power and relating the cause of change with the choice of base for its accomplishment. (JH)

ED 093 772 SO 007 628

Sprinthall, Norman A.

Learning Psychology by Doing Psychology: A High School Curriculum in the Psychology of Counseling. SEA Report 1.

Minneapolis Public Schools, Minn. Southeast Alternatives Program.

Spons Agency—Minnesota Univ., Minneapolis. Coll. of Education; National Inst. of Education (DHEW), Washington, D.C. Experimental Schools.

Pub Date Nov 73

Note—37p.; A Report from the Deliberate Psychological Education Project

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Adolescence, Counseling, Curriculum Development, *Developmental Psychology, Formative Evaluation, High School Curriculum, Individual Psychology, *Intervention, *Peer Counseling, Personality Development, Practicum, Program Descriptions, *Psychology, Secondary Education, Seminars

The program described is an attempt to create regular classroom learning experiences for teenagers which promote psychological development. Based on concepts from stage theory, the objectives of the classes are to increase the level of psychological maturity of the pupils while teaching particular psychological skills. The course is designed as a practicum and seminar experience in which listening skills and empathy responses are developed through actual peer counseling experience. Practicum sessions consist of sequential training in role playing exercises, examinations of counseling tapes, and counseling of high school peers. Seminar sessions include readings on communication and discussions of counseling films and tapes. Each of the class ac-

tivities and writing assignments are described. Statistical results from evaluations of skill development confirm counselors' and teachers' impressions of growth and maturity in participating students. It is felt that a series of complimentary courses using this intervention format could expand and enrich the standard academic subject-oriented teaching at the secondary level. (Author/KSM)

ED 093 773 SO 007 629

Curriculum Report, Volume 3, Number 6.

National Association of Secondary School Principals, Washington, D.C.

Pub Date Jun 74

Note—12p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Va. 22091 (Free to NASSP members or \$0.50 each and \$0.30 each for 2-10 copies, prices for larger quantities on request)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Activity Learning, Anthropology, Behavioral Sciences, Community Involvement, Course Descriptions, *Curriculum, Educational Innovation, *Educational Trends, *History Instruction, Inquiry Training, *Instructional Innovation, Intermediate Grades, Newsletters, Religion, Secondary Grades, *Social Studies, Values, World Affairs

This issue of the Curriculum Report looks into new social studies programs developed by ten different schools across the country. Analysis of these programs is facilitated by discussing and categorizing the changes in social studies as those concerned primarily with content and those associated with strategies of instruction. Four major content changes include the trend away from expository history and toward the behavioral sciences, attention to the analysis of individual values, systematic and realistic study of public issues, and closer concern with local needs, resources, and problems. New instructional strategies emphasize experiential learning, the use of role-playing activities, group discussions, student selection of courses and assignments, and other inquiry oriented activities. Representing these trends, the active school programs are described in terms of content, form, and implementation with names and addresses for further contact with the programs for interested readers. An annotated list of supplementary reading provides more exposure to the new social studies and social studies programs. (JH)

ED 093 774 SO 007 631

Newton, Richard F.

The Failures of Inquiry: A New Proposal.

Pub Date Nov 73

Note—41p.; Presented to the National Council for the Social Studies, College and University Faculty Assembly (San Francisco, November 20, 1973); A few pages are of marginal legibility

Available from—Richard F. Newton, Temple University, Philadelphia, Pa. 19122 (Single copies only)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Classroom Techniques, *Critical Thinking, *Hypothesis Testing, *Inquiry Training, Investigations, Learning, Logical Thinking, Problem Solving, Productive Thinking, *Questioning Techniques, *Scientific Methodology, Teaching Techniques, Thought Processes

Identifiers—Dewey (John)

This essay examines flaws in the standard hypothetical-deduction inquiry model and offers another quite different model of inquiry, the multiple-competing model, for use in the school classroom. In positing this new model of inquiry the assumption has been made that a pedagogical inquiry model need not necessarily be an accurate reflection of scientific inquiry. Two things must be expected of a pedagogical model: that it encourage students to make bold conjectures and to severely test these same conjectures. Problems with use of the hypothetical-deduction model, which represents science for most people and which is at the heart of all inquiry models advocated for classroom use, have to do with the nature of hypothesis formation, with the bias created by the hypothesis, and with the easy acceptance of an hypothesis on the basis of any degree of confirmation. The multiple-competing

hypothesis model meets the requirements for a pedagogical model through the formulation of several hypotheses which are mutually exclusive and which must be refuted by the student rather than proved. (Author/JH)

ED 093 775 SO 007 633

Ignatovich, Frederick R. Aydin, Mustafa

Role Expectations and Performance of Turkish School Principals — Empirical Findings and Comparative Implications.

Pub Date Apr 74

Note—54p.; Paper presented at the American Educational Research Association (Chicago, April 15-19, 1974)

Available from—Frederick R. Ignatovich, 416 Erickson Hall, Dept. of Administration and Higher Education, Michigan State University, East Lansing, Michigan 48824 (\$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administrator Attitudes, Comparative Analysis, Conformity, Expectation, *Leadership, *Performance, *Principals, *Role Perception, Role Theory, *Sociocultural Patterns, Teacher Attitudes

Identifiers—Turkey

This study was conducted to: (1) obtain a first approximation reading of the role expectations and performance of administrators in the State Teacher Training Schools of Turkey; (2) explore the relationship between principals and teachers and ministry inspectors for role performance and expectations; and (3) conduct a comparative analysis of the role performance of principals in American and Turkish educational settings. An adapted form of the Leader Behavior Description Questionnaire, Form XII, was used to gather data from seventy-six principals, the teaching staffs, and fifty-two ministry inspectors. Findings are compared to those obtained in a study of Iowa elementary school principals and teachers. Multivariate and descriptive statistical procedures were employed to determine the nature of differences between members of the role-set. A statement of purpose and procedures opens the presentation of findings displayed in graph form. A summary of the findings at the end of the report is followed by a tabular presentation of data in the appendix. (Author/JH)

ED 093 776 SO 007 634

Selected Bibliography of Yugoslav Educational Materials, Volume 8, Number 4, 1972.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-56084

Pub Date 73

Note—59p.; For a related document, see ED076478

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (\$3.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Adult Education, *Annotated Bibliographies, Business Education, *Comparative Education, Curriculum, *Education, Educational Development, Educational History, Educational Legislation, Educational Problems, Educational Research, Management Education, Preschool Education, Schools, Special Education, Statistics, Teacher Education, Vocational Education

Identifiers—*Yugoslavia

The document is an annotated bibliography of Yugoslav educational materials. Most books, articles, and papers were published in 1972, with the exception of a few dated 1973. Items are listed by author within the following categories: (1) history of education; (2) educational research; (3) development of education; (4) teacher training and teaching staff; (5) schools and institutions including preschool education, elementary education, secondary education, gymnasium, vocational schools, higher education, adult education, education of handicapped, and vocational guidance; (6) curricula and syllabi; (7) audio-visual aids; (8) motivation; (9) polytechnical education; (10) problems in education; (11) hostels; (12) management and financing; (13) legislation; and (14) education statistics. (Author/RM)

ED 093 777 SO 007 635

Museums USA: Highlights.

National Endowment for the Arts, Washington, D.C.

Pub Date 74

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SN 3600-00016, \$0.40)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cultural Centers, Cultural Education, Cultural Opportunities, Data Analysis, Evaluation Methods, Financial Policy, *Institutional Facilities, *Museums, *National Surveys

This museum survey furnishes comprehensive information and findings on America's museums. It is hoped that the survey findings will assist museums in assessing themselves as part of a major cultural field, private and public funding sources in determining museum needs, and the public in understanding the role of the museum in community and national cultural life. Survey procedures are outlined for topics of data collected, qualifying criteria for inclusion in the survey, sampling techniques, questionnaire development, and data analysis. Survey results are summarized and presented graphically in relation to museum type, operating budget and expenditures, governing authority, regional distribution, income, programs and exhibitions, attendance and accessibility, trustees and personnel, and facilities and financial status. Detailed results and analysis of the entire museum survey will be contained in a book prepared by the National Endowment for the Arts to be released in spring 1974. (Author/KSM)

ED 093 778 SO 007 636

Papers on Educational Reform, Volume IV.

Open Court Publishing Co., La Salle, Ill.

Pub Date 74

Note—158p.; Papers delivered at the Annual Meeting of the Open Court Editorial Advisory Board (5th, Starved Rock State Park, Illinois, May 1973); For related volumes, see SO 007 637 through SO 007 639

Available from—Open Court Publishing Co., Box 599, La Salle, Illinois 61301 (\$1.95, quantity prices quoted upon request)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Basic Skills, *Curriculum, *Educational Assessment, *Educational Change, Educational History, *Educational Philosophy, Evaluation, *General Education, Higher Education, Humanities Instruction, Interdisciplinary Approach, Literacy, Literature, Objective Tests, Poetry, Progressive Education

Identifiers—Great Britain

The following nine papers were presented to the Open Court Editorial Advisory Board Meeting, 1974. In "National Assessment of Educational Progress" J. Stanley Ahmann provides an overview of assessment aims, construction, and results. Jacques Barzun discusses the history of educational theory in "The Use of Tradition in Educational Disputes". In "Crisis in British Education," Rhodes Boyson explores declining standards of achievement as a result of neoprogressivism. Cleanth Brooks suggests the use of literature, poetry in particular, to illuminate the past in "Combined Studies Program: Literary Elements." Peter Hilton discusses five problems peculiar to higher education and applies that discussion to education in general in "Some Problems of Contemporary Education." Banesh Hoffman provides examples of the lack of objectivity in objective tests in "On The Mechanization of Evaluation." In "Reflections on the Disorder of Our Times," Sidney Hook appeals for rationality in our ideas about social order. Albert Williams Levi contributes "History and Philosophy in the International Baccalaureate." Ralph A. Smith outlines a sane educational theory and pedagogy for art instruction in "The 'New' Appreciation of Art." (JH)

ED 093 779 SO 007 637

Papers on Education Reform, Volume III.

Open Court Publishing Co., La Salle, Ill.

Pub Date 73

Note—158p.; Papers delivered at the Annual Meeting of the Open Court Editorial Advisory Board (4th, Lake Bluff, Illinois, June 1972). For related documents, see SO 007 636 through SO 007 639

Available from—Open Court Publishing Co., Box 599, La Salle, Illinois 61301 (\$1.95)

Document Not Available from EDRS.

Descriptors—Career Education, *Comparative Education, Conferences, Cooperative Education, Cultural Awareness, *Educational Change, Educational History, *Educational Problems, Educational Technology, *Educational Trends, *Futures (of Society), Institutional Role, Language Instruction, Literacy, Moral Development, World Problems

Eleven papers delivered at a meeting of an editorial advisory board are contained in this third volume on educational reform. First, an argument is made in favor of the British examination system. The psychological and cultural climate of French schools is investigated as related to pupils' inability to read and to master the written language, and the present state of development of educational technology is reviewed in relation to its future in education. Next, a case for the study of systematic grammar and provisions for industrial literacy are considered. Then, a place for myths is found in a society no longer ritually ordered, while a project dealing with an internationally recognized university entrance qualification is seen as meeting the requirements of an internationally mobile community. Career education philosophy is viewed as a possible solution to economic and social problems, the endurance of art and folklore in future education is underscored, and a brief look is taken at the failure of schools to contribute to the development of moral character. Lastly, the principles of cooperative education are described as a new means to cope with the problems of a highly technological society. (KSM)

ED 093 780 SO 007 638

Papers on Education Reform, Volume II.

Open Court Publishing Co., La Salle, Ill.

Pub Date 71

Note—171p.; Papers delivered at the Annual Meeting of the Open Court Editorial Advisory Board (3rd, Chicago, June 1971); For related documents, see SO 007 636 through SO 007 639

Available from—Open Court Publishing Co., Box 599, La Salle, Illinois 61301 (\$1.95, quantity prices quoted upon request)

Document Not Available from EDRS.

Descriptors—Conferences, Curriculum Development, *Educational Change, *Educational Objectives, Education Vouchers, Elementary School Curriculum, Equal Education, *Higher Education, Intellectual Disciplines, Poetry, Politics, *Public Education, Reading, Reading Programs, *Relevance (Education), Self Help Programs

Identifiers—Dewey (John), Eliot (TS)

The following ten papers were presented to the Open Court Editorial Advisory Board in 1971. "Where Educational Nonsense Comes From" by Jacques Barzun focuses on education as the removal of ignorance. "The Importance of Teaching Poetry" by Cleanth Brooks discusses the powers of poetry in the instruction of young children. In "Educating the Disadvantaged" Kenneth B. Clark argues for the maintenance of high standards with no exceptions in public school education. Donald G. Emery discusses reading and reading programs in "A Nation's Problem." In "The Split Self-Image of the United States" Raymond English asks if curricula should reflect the dominant mood of public opinion. Clifton Fadiman contributes "What Is Relevance? Some Informal Reflections." "The American College: Has It a Center? Will It Hold?" by Jeffery Hart suggests the difficulties of and some remedies for the university. Sidney Hook in "John Dewey and His Betrayors" discusses the distortions by Dewey's disciples. Russell Kirk's "T.S. Eliot on Education" describes education for the moral imagination. Leon H. Sullivan in "Self-Help in the Inner City" discusses the Opportunities Industrialization Center and the need for self-help programs. (JH)

ED 093 781 SO 007 639

Papers on Educational Reform.

Open Court Publishing Co., La Salle, Ill.

Pub Date 70

Note—96p.; Papers delivered at the Annual Meeting of the Open Court Editorial Advisory Board (2nd, Lake Geneva, Wisconsin, May 1970); For related volumes, see SO 007 636 through SO 007 638

Available from—Open Court Publishing Co., Box 599, La Salle, Illinois 61301 (\$1.95, quantity price quoted upon request)

Document Not Available from EDRS.

Descriptors—*Academic Standards, Change Strategies, *Classical Languages, Conferences, *Education, *Educational Change, Educational Innovation, Greek, Intellectual Disciplines, Latin, Social Action, *Teacher Education Curriculum, Testing

The following papers collected in this publication were presented for discussion at the Open Court Editorial Advisory Board Meeting in 1970. "Testing, Grades, Standards" by Jacques Barzun discusses the relationship between these three elements and the process of education and of performance evaluation. In "The Limits of Reform in Education" James D. Koerner states that educational change is gradual but vitally necessary business that comes about through pressure applied by dissatisfied persons; he illustrates this thesis by case studies of reform efforts in Massachusetts and California. "Divergent Paths to Educational Change" by Mortimer Smith discusses three paths to change, radical replacement of the existing system, salvaging that system with technical aids and pre-packaged materials, and renovating it by reconstruction of aims and methods. "The New Case for the Classics" by John F. Latimer traces the controversial history of instruction in the Classics with mention of new programs for Classics instruction. "National Guidelines for Teacher Preparation: Their Purpose, Their Production, and Their Progress" by William P. Vial includes reasons for continuing the work already begun. (JH)

ED 093 782 SO 007 640

Bennett, Roger V.

Death and the Curriculum.

Pub Date Apr 74

Note—18p.; Paper presented at the American Educational Research Association Meeting (Chicago, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Curriculum Design, *Curriculum Development, *Curriculum Research, *Death, Educational Innovation, *Educational Needs, Educational Objectives, Educational Planning, Educational Research, Elementary Education, Evaluation Methods, Models, *Relevance (Education), Secondary Education

A study to discover why a significant void exists in the area of death education reports on the following objectives: (1) to design a conceptual framework for planning and evaluating death education; (2) to determine existence of a legitimate need to incorporate death education into elementary and secondary curricula; (3) to evaluate the feasibility of designing curricula on death and dying; and (4) to derive recommendations from this investigation for planning, implementing, evaluating, and disseminating death curricula. A theoretical rationale is represented graphically by a conceptual framework to assess curricular potentialities of death and dying. Procedures utilized to collect, analyze, and evaluate data are outlined in relation to foundations of the curriculum, curricular organizing centers, and teaching-learning interaction. Findings and recommendations report that the conceptual framework is a useful analytic tool for systematically researching the complexities of curriculum development and that the issue of death is a useful vehicle to develop, study, and improve strategies for introducing controversial and innovative curricula. (Author/KSM)

ED 093 783 SO 007 641

Birzea, Cesar, Comp.

Educational Research in Five European Socialist Countries, A Survey 1970-1972: Bulgaria, Hungary, Poland, Romania, Yugoslavia. Recherche pédagogique dans cinq pays socialistes européens, une enquête 1970-1972: Bulgarie, Hongrie, Pologne, Roumanie, Yougoslavie. Documents on Educational Research 3.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 73

Note—198p.; Related document is ED070704;

Text is in English and French as well as the original language of the questionnaire reply. Available from—Unipub, Inc., Box 433, New York, N.Y. 10016 (\$4.15)

Document Not Available from EDRS.

Descriptors—*Comparative Education, Directories, *Educational Research, *Educational Researchers, *Educational Status Comparison,

Information Dissemination, Institutional Research, Program Descriptions, Questionnaires, *Research Projects, Research Utilization, Surveys
Identifiers—Bulgaria, Hungary, Poland, Romania, Yugoslavia

Intended as a follow-up to a 1969 survey of educational research institutes and projects in various European countries, this volume covers research units and projects of five European socialist countries for 1970-72. The main purpose of this raw, working document is to increase the exchange of information on educational research. Data was collected from Bulgaria, Hungary, Poland, Romania, and Yugoslavia with the help of UNESCO, through whom a special questionnaire was sent. Each report contains the following institute data: name, address, director, year of foundation, aims and functions, administration, source of funds, total budget, staff recruitment and training, facilities, research programme, national and international collaboration, priority research areas, dissemination and application of results, publications, and research projects descriptions. The volume, arranged in alphabetical order by country, in English and French as well as the original language of the reply. Two indices contain an index of research projects in alphabetical order by topic and an alphabetical list of names of the directors of the educational research institutions and of the leaders of particular research projects. (KSM)

ED 093 784 SO 007 642

Cole, Edward H. Mosley, Patricia A.
Perceptions of Watergate Among Adolescents: Impacts upon Political Education Curriculum.
Pub Date 1 Feb 74

Note—59p; Paper presented at the American Educational Research Association Meeting (Chicago, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Research, Futures (of Society), Grade 8, Grade 11, Moral Issues, *Political Attitudes, *Political Socialization, School Role, School Surveys, Social Attitudes, Social Influences, Social Values, *Student Attitudes, Values
Identifiers—*Watergate

Purposes of this paper are to analyze youth's reactions to Watergate, look at the effects of age, class, and sex upon Watergate orientations, study the impact that school has had on these adolescent perceptions, and speculate about the American political future with these images in mind. Data are obtained from a questionnaire survey of 370 eighth and eleventh grade students. Among the findings are the following: (1) the older students are more informed; (2) in both age groups, students whose fathers are manual laborers have less knowledge of Watergate than do students whose fathers are professionals; (3) no association is found between sex and response pattern; (4) adolescents do not report schools as their most accurate source of information; (5) the older students will enter the political system far less willing to accept traditional patterns of trust and confidence; however, the informed negativism of the older group is accompanied by an increase in the sense of efficacy. The results of a teacher survey about class discussions of Watergate are also included. Questionnaire items, computation procedures, and references are provided in the appendices. (Author/RM)

ED 093 785 SO 007 643

Gillespie, Judith A. Ehman, Lee H.
The School as a Political System.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Apr 74
Grant—OEG-00-3-0163

Note—15p; A paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974); For related documents, see ED073974 and ED080404

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Patterns, Change Strategies, Decision Making, Educational Change, Group Structure, Leadership, *Models, Political Science, *Political Socialization, *Politics, Power Structure, School Environment, *School Organization, Socialization, Social Structure, Student Role, *Systems Concepts, Teacher Role

A theoretical framework for mapping school political life is developed which distinguishes elite, bureaucratic, coalitional, and participant types of school political organizations. The framework provides tools for analyzing and comparing patterns of political behavior within and across school political behavior settings. Definitions and conceptual dimensional analyses are discussed for seven school political phenomena: political influence, wealth, ideology, decision-making, leadership, participation, and communication. An analysis which arrays expected patterns of these political phenomena across school political organization types links the concepts under study. Finally, implications are drawn from the theoretical framework for the empirical study of school political life and suggestions are made for the use of the perceptions gained from the study. (Author/JH)

ED 093 786 SO 007 644

Forty Projects by Groups of Kids.
National Commission on Resources for Youth, Inc., New York, N.Y.

Pub Date 73

Note—117p

Available from—National Commission on Resources for Youth, Inc., 36 West 44th Street, Rm. 1314, New York, N.Y. 10036 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Action Programs (Community), Adolescence, *Community Service Programs, Delivery Systems, Helping Relationship, Intervention, Legal Aid, *Nonformal Education, Outreach Programs, Program Descriptions, Projects, Recreational Programs, Social Action, *Social Responsibility, *Youth Opportunities

Ways in which young people have delivered needed services to their communities and have improved on previously established systems for delivering these services are described. The forty projects suggest some of the ways to provide teenagers with learning experiences that meet their own particular needs and, at the same time, offer a genuine and necessary service to the community. Each project meets the following essential criteria: the work must be needed and real, not contrived; challenging; respected by the youth, his peers, and the public; and offer a responsible role, giving young people some voice in the operation of the project and whenever feasible, in the planning phases as well. The projects are grouped in the categories of community service, medical, legal service, crisis intervention, ecology, day care and teaching, and community arts. The format for the description of each project includes a statement of purpose, benefits to youth helpers, career explanation, possible sponsors, adult supervisors, model project address, origin, how the project functions, suggestions for adaptation to your community, and possible problems. (KSM)

ED 093 787 SO 007 645

Loomis, Ross J.
Social Learning Potentials of Museums.

Pub Date 16 Apr 74

Note—18p; Paper presented at the American Educational Research Association Symposium, "The Museum as a Learning Environment" (Chicago, April 16, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Attendance Patterns, Behavior Patterns, Cultural Opportunities, Evaluation Methods, *Institutional Role, Learning Processes, *Museums, *Nonformal Education, *Research Needs, Social Environment, Social Factors, *Socialization, Social Psychology, Sociocultural Patterns, Spatial Relationship

Museums are undergoing changes as institutions which may cause them to adopt a more community and social mission oriented course of programs in addition to their traditional roles of scholarship and preservation of important artifacts. This change, coupled with the fact that museum visitation is a highly social activity, raises some interesting possibilities for evaluation of learning in non-traditional environments. It also calls for an emphasis on the social learning basis behind the use of institutions like museums. To facilitate the awareness of these social learning potentials more information is needed on museums as institutions: how they reach and develop their audiences, the social nature of museum visiting, and socially based learning criteria for

museum settings. In addition, innovative strategies in evaluation and some kind of theoretical framework are needed. (Author)

ED 093 788 SO 007 647

Rice, Marion J.

Treatment, Time, and Achievement: Do Searching Modes of Study Facilitate Learning?

Pub Date 18 Apr 74

Note—9p; A Paper presented at the American Educational Research Association Meeting (Chicago, April 18, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Achievement, Comparative Analysis, Curriculum Research, Educational History, Educational Needs, *Educational Research, Elementary Education, *Learning Processes, Literature Reviews, *Questioning Techniques, Research Needs, Secondary Education, *Social Studies, *Teaching Techniques

This report is a synthesis of five research studies comparing the facilitative effects on learning of searching and reception modes of study. The following five studies are discussed: (1) J.R. Dale, the effects on achievement of using the forced inferential response mode in an intermediate grade population-geography unit; (2) D.D. Dumbleton, the effects of guided inquiry and expository materials on cognitive learning, retention, and transfer in a social studies unit for secondary level students; (3) R.P. Fishburne, a comparison of a programmed and a non-programmed text on evolution for the fifth grade; (4) J.C. Pelletti, the effects of graphic roles on learning geography materials in the middle grades; and (5) F. Thomas, the use of programmed instruction for teaching anthropology in the fifth grade. The results of the studies show no significant difference in favor of reception over searching modes. Searching modes, however, are comparatively inefficient when time is a measured variable. The report suggests the need for more systematic research of teaching techniques in social studies which involve the examination of many variables such as learning task, and pupil and teacher aptitude and attitude. Also included is an historical explanation of the popularity of inquiry. (Author/RM)

ED 093 789 SO 007 648

Sanders, Donald P.

School as an Experimenting Institution: An Approach to the Reform of Secondary Education.
Pub Date 18 Apr 74

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 18, 1974)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Adolescents, Change Strategies, *Educational Alternatives, *Educational Change, *Educational Development, Educational Problems, *Experiments, Futures (of Society), Learning Processes, Nonformal Education, Problem Solving, *Social Organizations, Socioeconomic Influences, Student Centered Curriculum, Technological Advancement

An introduction to a symposium on the development of adolescent schooling is followed by one of several presentations concerning current thinking about the problems involved in developing experimenting schools. The paper elaborates the basic propositions about modernization, the process of school reform seen as a process of social learning, and the methods of evolutionary experimentation. It is proposed that the school as a whole, conceived as a developing social organism, be taken as an experimental proposition to be shaped and reformed through methods of evolutionary experimentation. The goal of this experimentation, and the criterion for it, is to discover and to operate schools which can facilitate learning by adolescents who are in charge of their own learning processes and cope successfully with the problems and opportunities they confront. It is felt that modernization permits, as well as demands, that attempts be undertaken to learn what schools might become. In conclusion, it is noted that to discover how to make schooling facilitative and supportive of the development of the young, it is essential to consider school as an experimental proposition. (Author/KSM)

ED 093 790 SO 007 649

Underdevelopment - Canada and the Third World: A Guide to Resources for Study and Action.Ontario Inst. for Studies in Education, Toronto.
Dept. of History and Philosophy of Education.
Pub Date Jul 73

Note—39p.

Available from—The Third World Studies Project, Department of History and Philosophy of Education, Eighth Floor, OISE, 252 Bloor Street West, Toronto M5S1V6, Ontario, Canada (\$0.85 Canadian).
Document Not Available from EDRS.**Descriptors—Annotated***Developing Nations, Economic Development, *Economic Disadvantage, Economic Progress, Educational Resources, *Foreign Relations, Hunger, Information Sources, Living Standards, Racism, Resource Guides, Resource Materials, Technological Advancement, Violence, War, *World Problems.
Identifiers—*Third World Studies Project

This directory is based on the Third World Resource Library's concern to communicate an understanding of under-development and a sense of urgency concerning the disturbing questions involved with the Third World. The goal of this Library is to present a resource guide which conveys some sense of the passion of those who experience the violence which is symptomatic of underdevelopment. This aim is developed through a selection of stories, articles, and analytical pieces rather than through editorializing. The directory is divided into two parts: the first consists of an annotated bibliography of the contents with additional sources of the Third World Resource Library; the second contains additional references to organizations, films, simulation games, and reading materials of a more general interest. Part One contains eight sections: Bangladesh; Brazil; Cuba; Rhodesia; Southern Africa; Technology and Underdevelopment; and Viet Nam. All these sections are mutually supportive and closely interconnected by themes such as racism, imperialism, neo-colonialism, technology, schooling, and underdevelopment. Many of the standard sources or more readily available materials are not represented, nor are the more substantial theoretical and analytical works included. (Author/KSM)

ED 093 791 SO 007 650

The Chicago Public High School for Metropolitan Studies: The Second Semester, July 1970 to February 1971 and the Third Semester February 1971 to June 1971. A Report.
Urban Research Corp., Chicago, Ill.
Pub Date 71

Note—119p.; ED 054 044 is an introductory set of documents relating to the Metro High School

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Activity Learning, *Alternative Schools, *Community Resources, Educational Alternatives, Governance, Program Descriptions, Relevance (Education), School Administration, *School Community Relationship, Secondary Grades, Student Participation, Teacher Participation, *Urban Schools

Reports from the second and third semesters of the operation of the Chicago Public High School for Metropolitan Studies, covering the year from July 1970 to June 1971, follow up earlier documents reflecting the content and philosophy of this alternative school. A chronology of second semester events opens the second semester report, followed by sections dealing with curriculum, counseling, governance and organization structure, participating organizations, administrative support procedures, staff development, and recommendations for 1971-1972 expansion. Appendix A describes the Summer Workshop which initiated the second semester. The third semester report opens with a statement of the school's philosophy to profit from the continuous and careful analysis of the school's progress and with a description of semester events. Next, the Urban Research Corporation, authors of the report and consultants to the school, list accomplishments, problems, and recommendations as a final statement at the end of their association with the school. Appendices documenting difficult events in the third semester of the school's existence complete the report. (JH)

ED 093 792

Słodkowski, Wladyslaw, Ed.

Selected Bibliography of Polish Educational Materials, Volume 12, Number 2, 1973.National Center for Scientific, Technical and Economic Information, Warsaw (Poland).
Foreign Scientific Publications Dept.
Spons Agency—Office of Education (DHEW), Washington, D.C.Report No.—TT-73-54000-02
Pub Date 73

Note—61p.; Related documents are ED 077 833

and SO 007 653

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGEDescriptors—*Annotated Bibliographies, *Comparative Education, Educational History, Educational Legislation, Educational Practice, Educational Research, *Educational Trends, Elementary Education, *Foreign Countries, Higher Education, Preschool Education, Secondary Education, Social Attitudes, Special Education, Teacher Education
Identifiers—*Poland

The annotated bibliography lists books, papers, and articles which treat education in Poland. Items cited were published from March to May 1973. Materials are arranged by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; (6) schools and institutions—preschool, primary, secondary, vocational, higher, adult, special; and (7) educational statistics. An index to authors and editors is included. (Author/RM)

ED 093 793

SO 007 653

Słodkowski, Wladyslaw, Ed.

Selected Bibliography of Polish Educational Materials, Volume 12, Number 1, 1973.National Center for Scientific, Technical and Economic Information, Warsaw (Poland).
Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-54000-01
Pub Date 73

Note—78p.; Related documents are ED 077 833 and SO 007 652

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGEDescriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Educational History, Educational Legislation, Educational Practice, Educational Research, *Educational Trends, Elementary Education, *Foreign Countries, Higher Education, Preschool Education, Secondary Education, Special Education, Statistics, Teacher Education
Identifiers—*Poland

The annotated bibliography lists books, papers, and articles which treat education in Poland. Items cited were published between December, 1972 and February, 1973. Materials are arranged by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; (6) schools and institutions—preschool, primary, secondary, vocational, higher, adult, special; and (7) educational statistics. An index to authors and editors is included. (Author/RM)

ED 093 794

SO 007 655

Carleton, Thomas Kolton, Russell

Earthrise Newsletter No. 07, Volume 1, Number 7, December 1973.

Earthrise, Inc., Providence, R.I.

Pub Date Feb 74

Note—12p.

Available from—Earthrise, P.O. Box 120, Annex Station, Providence, Rhode Island 02901 (\$0.50 per single copy, \$5.00 a year or \$3.00 for students for approximately 10 issues)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Educational Games, *Educational Innovation, *Futures (of Society), Graduate Study, *Newsletters, *Program Descriptions, Resource Centers, Resource Materials, Secondary Education, Teaching Programs, Undergraduate Study

This newsletter, announced here on a one time basis, is published by Earthrise, a Corporation en-

gaged in futures research, education, and design. Typical issues report on activities conducted by Earthrise and those of similar organizations to stimulate information exchange on futures. In this issue futures studies is defined and defended, and a variety of programs in futures studied are categorized by level and type. Eight undergraduate programs; five graduate and continuing education programs; three K-12 programs; and nine programs, falling into the category of Other People and Resources, are described with addresses included for further information. Futures workshops, an editorial, and news of the development of The Future Book complete the issue. (JH)

ED 093 795

SO 007 690

Strike, Kenneth A.

The Conceptualization of Freedom in Psychology and Education. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—1-0540B

Pub Date Mar 74

Grant—OEG-2-71-0540

Note—189p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGEDescriptors—Abstract Reasoning, *Behavioral Science Research, Behavior Theories, Cognitive Development, *Conceptual Schemes, Democratic Values, Educational Change, Educational Experience, *Educational Psychology, *Educational Theories, *Educational Trends, Logic, Research Problems, Scientific Methodology
Identifiers—Behaviorism, *Freedom

Educational reform appears to be moving in two incompatible directions, exhibiting considerable interest in increasing freedom on one hand, but on the other emphasizing the control and management of the educational environment. The purpose of this research is to examine the conceptual impact of various psychological theories, particularly behaviorist ones, on freedom ideals in education. The method of the research is conceptual impact of various psychological theories, particularly behaviorist ones, on freedom ideals in education. The method of the research is conceptual analysis, and the basic argument is as follows: (1) there is no reason to assume that freedom ideals involve any antisocial assumptions; (2) there is a logical connection between the concepts of freedom and reasoning such that a psychology which is unable to formulate an adequate concept of reasoning will also be unable to formulate an adequate concept of freedom; (3) most standard cognitivist psychologies have the requisite theoretical concepts in order to formulate an adequate concept of reasoning, however, this is not the case for many behaviorist psychologies; and (4) consequently, consistent application of behaviorist views to education situations may be expected to undermine legitimate freedom ideals in education. Conclusions are summarized for each section of the argument. A bibliography is included. (Author/KSM)

ED 093 796

SO 007 694

Bronfenbrenner, Urie

Studies in Group Upbringing. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-70-4534

Note—163p.; Appendix B, consisting of copyrighted articles, was removed; It is not included in the pagination

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGEDescriptors—Behavior Patterns, *Child Development, *Child Rearing, *Collective Settlements, Family Relationship, *Group Experience, Parent Role, Peer Relationship, Research Projects, Social Development, *Socialization
Identifiers—*Israel, Kibbutzim, Moshavim

Four years of an ongoing research project designed to investigate the joint impact of family, peers, teacher, and professional upbringers on the socialization of children in Israel are reported. Data are gathered on child behavior and socialization practices from fifth, sixth, and seventh graders. Settings in the two major waves of field work completed are kibbutzim, cities, and moshavim. Instruments administered provided information on the behaviors of a child's socializing

agents, on his commitment socially-sanctioned behaviors, and on his development of a social and work identity as opposed to a sense of alienation. The results contradict the beliefs that kibbutz parents offer little nurturance to their children, that the peer group is the child's major source of support on the kibbutz, and that sex differences are uniformly of smaller magnitude on the kibbutz. Expected relationships borne out by the data are that kibbutz children are more independent of parents while children of Eastern origin exhibit less autonomy than those of Western background. Appendixes include a description of sample, and articles on testing for group differences, reactions to social pressure, and socialization of moral behavior in cross-cultural perspective. (Author/KSM)

ED 093 797 SO 007 697

Anderson, Lee F.

Schools as Travel Agencies: Helping People to Move Up, Down, and Sideways Through Human Culture.

Pub Date Jun 74

Note—20p.; A paper presented to the Social Science Education Consortium Invitational Conference (Denver, Colorado, June 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Cross Cultural Studies, *Cultural Awareness, Cultural Differences, *Cultural Education, Cultural Enrichment, *Cultural Environment, *Culture, Educational Problems, Humanization, Intercultural Programs

The three major objectives of intercultural education are to help people effectively manage encounters among culturally different individuals, competently move in and out of culturally diverse settings, and skillfully utilize resources of human culture in creating new settings. At present, schools and the social studies profession are not providing children with a reasonably good guide to human culture. There are, however, a number of contributions that schools can make toward the three stated objectives, including furnishing an appropriate conceptual map of human culture which would tell students what culture is, where they can find it, and what they will see when they look at it, and how students relate to culture and how culture relates to their natural environment. This map of culture would also illuminate the structure of the cultural universe, sensitize children to recognize the diversity of cultures in the world and in their everyday life, provide awareness that they and other human beings can be victims of culture, and prepare them for the solutions to transnationally shared problems. (Author/DE)

SP

ED 093 798 SP 008 013

Apple, Michael W., Ed. And Others

Educational Evaluation: Analysis and Responsibility.

Wisconsin Univ., Madison. School of Education.

Pub Date 74

Note—350p.; Paper presented at the Conference on Evaluation (Madison, Wisconsin, April 1973)

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Evaluation, *Evaluation Methods, *Evaluation Techniques, Learning, Research Design, Secondary Education

This book presents controversial aspects of evaluation and aims at broadening perspectives and insights in the evaluation field. Chapter 1 criticizes modes of evaluation and the basic rationality behind them and focuses on assumptions that have problematic consequences. Chapter 2 introduces concepts of evaluation and examines methods of grading students, judging teacher effectiveness, and determining the worth of new educational programs. Chapter 3 examines logical issues arising from the nature of evaluation and focuses on the place of value judgments in evaluation. Chapter 4 focuses on three questions relating to the products of naturalistic studies. Chapter 5 addresses the following issues: a) the use of regression analysis to discover how and why educational programs are successful or un-

successful, b) the strengths and weaknesses of various evaluative research designs, c) the effects of statistical and measurement error on conclusions drawn from a study, and d) future trends in evaluation. Chapter 6 discusses three central issues in the field of secondary education. Chapter 7 emphasizes the following themes: a) learning should be examined while it is taking place; b) the milieu in which learning occurs should be analyzed; and c) standardized test outcomes are not the sole criterion on which the success or failure of an educational enterprise should be judged. Chapter 8 presents five substantive theses concerning the roots of the testing and evaluation movement. (PD)

ED 093 799 95 SP 008 025

Renker, Marcia M. Bush, Stephen J. Adviser Into Action: Guidelines for Developing a Pupil-Assessment System.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Administrator Guides, *Educational Assessment, Educational Objectives, *Evaluation Techniques, *Student Evaluation

The purpose of this guide is three-fold: a) to provide administrators and teachers with an awareness of the need for a pupil assessment system geared to the curricula of the school, b) to provide direction and resource information to school personnel in developing a pupil assessment system, and c) to provide a schema which will actively involve all integral school personnel in the development and implementation of the assessment system. The first section of the guide outlines the activities of the administrator prior to the involvement of his faculty in the development of the assessment system. The second section discusses procedures to be followed by school personnel in the development of the assessment system. The third section of the guide presents a model for scheduling the development and continual updating of the system. Three appendixes are included: a) Resources: Educational Objectives; b) Index to Elementary School Evaluation Instruments; and c) Resources: Evaluation Instruments. (HMD)

ED 093 800 SP 008 120

Meublart, Guy

"DEPART." Un Modele de Prevision des Departes des Enseignants. Documents Demographie Scolaire 9-16 ("DEPART." A Model for Predicting Teacher Attrition. Scholastic Demographic Document 9-16).

Quebec Dept. of Education, Quebec.

Pub Date Apr 74

Note—109p.; Text only in French

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Dropout Identification, *Educational Research, *Faculty Mobility, *Teacher Persistence, Teacher Supply and Demand

Identifiers—*Quebec

This document forms part of a research project initiated by the Ministry of Education in Quebec and designed to forecast teacher demand over the next 15 years. It analyzes the problem of identifying potential teacher dropouts by means of a statistical model which provides simulations of various hypotheses and which can be easily revised by the incorporation of new data. The observation period covered the four academic years 1967/68, 1968/69, and 1970/71. Chapter one provides the framework on which the model was constructed and includes statistics for three major categories: public and private sectors; nursery, elementary, secondary, and college levels; and sex. Other variables considered include professional training, matrimonial status, age, experience, religious affiliation of school, and type of region (urban or rural). Chapter two describes the development of the model, using age as the significant variable. Chapter three sets out the results obtained from the model and their application to future plans. Data used in the research project are included in the document. (MBM)

ED 093 801 SP 008 156

Use and Development of Outdoor Recreation Resources in Northeastern New Mexico.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Report No.—AES-BULL-609

Pub Date Oct 73

Note—71p.

Available from—Bulletin Office, Department of Agricultural Information, New Mexico State University, Drawer 3A1, Las Cruces, New Mexico 88003 (No price quoted)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Facility Expansion, *Facility Inventory, *Facility Utilization Research, Parks, Recreation, Recreational Activities, *Recreational Facilities, *Recreationists

Identifiers—*New Mexico

A study was made in northeastern New Mexico, centering in Colfax County, to determine potential economic benefits from specific developments at the recreation sites in the area. The emphasis of the study was on the demand for recreational facilities. Supply aspects were considered only in terms of available facilities. The first step was to identify the characteristics of the recreationists at the sites. Anyone engaging in any one of 27 different kinds of outdoor recreation activities was considered a recreationist. An economic model was developed that included two major limiting factors that influence recreationists to choose one site over another. These are the economic and leisure time factors. The purpose of the study was to determine, site by site, which recreational activities should be encouraged and which should be discouraged. The results of the survey are reported in several tabulations, including a) characteristics of recreationists, b) inventory of facilities, c) investments of facilities, d) costs to recreationists, e) direct and indirect benefits, f) recreational values by activities, g) values based on changes and income and leisure time, and h) quality of site. (HMD)

ED 093 802 SP 008 160

Building Healthier Youth. A Guidebook in Health, Physical and Safety Education.

Norfolk Public Schools, Va.

Pub Date 71

Note—201p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Curriculum Guides, *Health, *Health Education, *Physical Education, Safety, *Safety Education, Secondary Grades

GRADES OR AGES: Junior and senior high school. SUBJECT MATTER: Health, physical education, and safety. ORGANIZATION AND PHYSICAL APPEARANCE: The handbook is divided into three general areas: a) basic information and program organization for teachers, b) activity instruction, and c) health instruction. The second section includes both individual and team sports. The third section is divided by grade level. OBJECTIVES AND ACTIVITIES: Suggested activities are included for each topic at each grade level in the health instruction section. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: Skill and proficiency measurements for physical activities are discussed. No assessment procedures are included for health education. (HMD)

ED 093 803 SP 008 164

Interpreting Physical Education. Suggestions for Teachers and Supervisors.

President's Council on Physical Fitness and Sports, Washington, D.C.

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Athletic Programs, *Community Support, *Physical Education, *School Community Relationship, Teacher Influence, *Teacher Role

An outstanding physical education program usually enjoys the support of the community, and this support will, in turn, enhance the program. It is the responsibility of the physical education teacher and supervisor to develop community support for his program through various public relations efforts. Because students are the primary interface between a school program and the public, it is important that the physical education teacher establish a good relationship with his students. A goal-oriented program and the enthusiasm of students are the primary public relations tools of the physical education teacher and supervisor. Another important method of gaining public support is through the mass media—

newspapers, radio, and TV. Reports of programs and the accomplishment of their objectives are interesting and desirable news in most communities. A third way of promoting school physical education programs is through demonstrations and exhibitions of physical education activities, which have been found to draw approximately three adults for each pupil participant. Exhibitions can be demonstrations by a single school or competitions among schools in a city, county, or school district. (HMD)

ED 093 804 SP 008 166

Burke, Edmund A., Jr. Franks, B. Don
Changes in VO2 Max. Resulting from Bicycle
Training at Different Intensities Holding Total
Mechanical Work Constant.

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS
POSTAGE

Descriptors—*Exercise (Physiology), *Heart
Rate, Physical Fitness, Physiology, *Research
Identifiers—*Oxygen Intake

Effects of different training intensities on oxygen intake were determined in this study. Sixteen male subjects aged 16-18 were randomly assigned to one of three training groups or a control group. The training groups trained 3 days per week on bicycle ergometers at different intensities (85 percent, 75 percent, or 65 percent of heart rate maximum) with all groups doing the same total mechanical work (12,000 KPM per training session). Analysis of covariance revealed a significant difference between the groups. Significant differences were found between both the 85 percent and 75 percent groups and the control. No significant differences were found between the 65 percent group and the control or between the 75 percent and the 85 percent group. Within the limitations of the study, it was concluded that when comparing between training intensities while holding mechanical work constant, it is necessary to work at a minimum of 75 percent of heart rate maximum to elicit significant changes in oxygen intake maximum. (Author)

ED 093 805 SP 008 168

Elementary School Physical Education: A Guide
for Physical Education Teachers.

Baltimore County Board of Education, Towson,
Md.

Pub Date Jul 70

Note—365p.

EDRS Price MF-\$0.75 HC-\$17.40 PLUS
POSTAGE

Descriptors—Educational Theories, *Elementary
School Teachers, Guides, Instructional Materi-
als, *Physical Education, Teachers, Teaching
Guides

This guide developed for the Baltimore County elementary school physical education teacher is divided into six sections. The first three sections are narrative descriptions of the educational theories, administrative principles, and program guidelines of the recommended programs. They are entitled "Scientific Basis of Physical Education," "Administration Section I: General Procedures," and "Administration Section II: Program Guidelines and Policies." The fourth section, entitled "Base Program," is an outline of suggested activities. This section contains narrative explanations of the program, as well as sample sequences of lessons and curriculum materials; often accompanied by figure illustrations. Section 5, "Interest Motivators," is a collection of verses, drills, and games found to be of use with pupils. Section 6, "Organizing and Conducting Special Programs," contains outlines of activities for special programs such as the first-grade readiness program, physical education demonstration programs, sports and play day, and swimming programs for the fourth grade. An appendix is devoted to copies of forms and vouchers. The guide is indexed by activities and games. (JA)

ED 093 806 SP 008 170

McCabe, Edward B., Ed. Challop, Roger S., Ed.
Highlights of the Midwest and Eastern Regional
Conferences on Childhood Lead Poisoning:
Chicago, Illinois, May 10-11, 1972 and
Wilmington, Delaware, June 2-3, 1972.

American Academy of Pediatrics, Evanston, Ill.
Spans Agency—Health Services and Mental
Health Administration (DHEW), Rockville,
Md. Bureau of Community Environmental

Management; Lead Industries Association,
New York, N.Y.

Pub Date Apr 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS
POSTAGE

Descriptors—Community Health, *Conferences,
*Disease Control, *Government Role, Health
Programs, *Lead Poisoning, Program Develop-
ment

Identifiers—Chicago, Delaware, Illinois, Wilm-
ington

Various aspects of lead poisoning and its control are the focus of this document which consists of edited speeches presented at childhood lead poisoning conferences in Wilmington, Delaware and Chicago, Illinois. Among the topics discussed are a) the role of Federal and State governments in lead poison control; b) the local government role, especially local health and housing departments; c) the role of the lead industry; d) treatment of lead poisoning for both ambulatory and hospitalized patients; e) legal and medical responsibility; and f) the development of lead poison control programs. (HMD)

ED 093 807 SP 008 171

Girls Physical Education Handbook.

Fairfax County Schools, Va.

Pub Date Sep 71

Note—168p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS
POSTAGE

Descriptors—Archery, *Athletic Activities,
Athletics, *Physical Education, *Womens
Athletics

Identifiers—Individual Sports, Rules and Regu-
lations, Team Sports, Tennis

This handbook was designed to provide the student with basic information for various individual, dual, and team sports. The individual and dual sports which are discussed include archery, badminton, creative dance, fencing, golf, gymnastics, and games such as deck tennis, table tennis, horseshoes, and shuffleboard. Basketball, field hockey, soccer, softball, and volleyball are the team sports included in the handbook. For each sport or game included, the handbook provides a) a brief history of its development; b) a general description including terms, facilities, and equipment; c) basic skills required; d) rules and scoring procedures; and e) strategy. A 37-item bibliography is included. (HMD)

ED 093 808 SP 008 172

Davis, Howard

State Requirements in Physical Education for
Teachers and Students.

American Association for Health, Physical Edu-
cation, and Recreation, Washington, D.C.

Pub Date 73

Note—57p.

Available from—AAHPER Publications Sales,
1201 16th Street, N.W., Washington, D.C.
20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—Elementary Grades, *Physical Edu-
cation, Secondary Grades, *State Legislation,
*State Standards, Teacher Certificates,
*Teacher Certification, Teacher Qualifications

This manual has two purposes: a) to provide the certification requirements for elementary and secondary school physical education teachers in all 50 States, the District of Columbia, and Puerto Rico and b) to set forth the laws and regulations affecting physical education in each of the States. In section 1, the general requirements for teacher certification are presented and the types of certificates offered in each State are described. In the second section, the rules and regulations for physical education are described in narrative form and presented in tabular form. A seven-item bibliography is included. (HMD)

ED 093 809 SP 008 173

Evaluating the High School Athletic Program.

American Association for Health, Physical Edu-
cation, and Recreation, Washington, D.C. Div.
of Men's Athletics.

Pub Date 73

Note—43p.

Available from—American Association for
Health, Physical Education, and Recreation,
1201 16th Street, N.W., Washington, D.C.
20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—*Athletic Programs, *Evaluation,
Evaluation Criteria, *Physical Education,
Physical Education Facilities, *Program
Evaluation, *Secondary Schools

This evaluation instrument for secondary school physical education programs was developed by a task force after study of many evaluation instruments for schools, colleges, and physical education programs. There are 10 components in the evaluation form: a) an overview of the athletic department, b) administration of the athletic program, c) facilities, d) equipment, e) finances, f) relationship of the physical education program to the total educational program, g) personnel, h) student reaction to the program, i) evaluation of the overall program, and j) relationship of the athletic program to the community. (HMD)

ED 093 810 SP 008 174

Murray, Ruth L., Ed.

Designs for Dance.

American Association for Health, Physical Edu-
cation, and Recreation, Washington, D.C.

Pub Date 68

Note—29p.

Available from—American Association for
Health, Physical Education, and Recreation,
1201 16th Street, N.W., Washington, D.C.
20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—*Dance, General Education, *Physi-
cal Education, Research, *Teacher Education,
Theater Arts

This publication centers on the theory and practice of dance education. After an introduction which highlights the development of dance education, a statement of philosophy based on the importance of dance as an efficacious synthesizing and civilizing activity is rendered. The major portion of the document is devoted to the implications of dance for general education, physical education, teacher education at the elementary and secondary levels, the education of the performing artist, and the researcher. (HMD)

ED 093 811 95 SP 008 175

Carroll, Stephen J. Ryder, Kenneth F., Jr.

Analysis of the Educational Personnel System: V.
The Supply of Elementary and Secondary
Teachers.

Rand Corp., Washington, D.C.

Spans Agency—Office of Education (DHEW),
Washington, D.C.

Report No.—Rand-R-1341-HEW

Pub Date Feb 74

Contract—OEC-0-71-2533(099)

Note—135p.

Available from—Rand Corporation, 2100 M
Street, N.W., Washington, D.C. 20037 (\$4.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS
POSTAGE

Descriptors—Educational Trends, Elementary
School Teachers, Literature Reviews, Models,
Secondary School Teachers, Statistical Analysis,
Teacher Employment, *Teacher Shortage,
*Teacher Supply and Demand

This is the fifth report in a series on the educational personnel system in the United States. This report is an analysis of the paths by which individuals are attracted to, trained for, enter, and reenter the teaching profession. A review of previous analyses of the teacher market is followed by development of a theoretical model of occupational choice that identifies the influence of economic factors on an individual's career decision. The model is estimated cross-sectionally, using currently available data on teacher production rates by State. Results suggest that a) previous studies have overestimated the annual supplies of new teachers; b) the teacher surplus is likely to peak and then begin to decline in the near future; c) if anticipated declines materialize, the surplus is likely to end in the early 1980s; and d) there is a distinct possibility that the system will "overrespond" to the surplus, in the sense that a significant teacher shortage will follow. (Author/JA)

ED 093 812 95 SP 008 176

Burdin, Joel L., Comp. Cruickshank, Donald R.,
Comp.

Protocol Materials: Training Materials for Uniting
Theory and Practice.

ERIC Clearinghouse on Teacher Education,
Washington, D.C.

Spans Agency—National Inst. of Education (D-
HEW), Washington, D.C.

Pub Date Aug 74

Note—114p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Program Development, *Program Evaluation, *Protocol Materials, *Teacher Behavior, Teacher Education

This publication brings together seven papers by writers who have been extensively involved in the preparation and use of protocol materials in teacher education. These papers are: (a) Protocol Materials: Historical Notes on Protocols Development, by Doris V. Gunderson; (b) The Protocol Materials Movement: An Exemplar of Efforts To Wed Theory and Practice in Teacher Education, by Donald R. Cruickshank; (c) The University of Colorado Protocol Project: A Case Study, by Celeste P. Woodley and Laura A. Driscoll; (d) A Catalogue of Concepts in the Pedagogical Domain of Teacher Education, by Bryce B. Huggins; (e) The Protocol Materials Program, by Donald E. Orlosky; (f) A Protocol Materials Evaluation: The Language of Children, by Victor M. Rentle; and (g) A Survey of Protocol Materials Evaluation, by John E. Cooper. (MBM)

ED 093 813

SP 008 177

Ramser, Frances, Ed. Bixler, Agnes, Ed.

Field Hockey-Lacrosse Guide. June 1974-June 1976.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 74

Note—116p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 243-25538; No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Annotated Bibliographies, Athletic Activities, *Athletics, Guidelines, Guides, *Physical Education, Teaching Methods, Visual Aids

Identifiers—Field Hockey, Lacrosse

This guide is a collection of essays by various authors on field hockey and lacrosse. There is a separate section for each sport. The topics covered in the field hockey section include half-time coaching, visual aids, umpiring techniques and ratings, goalkeeper training, experimental field hockey rules, and the code of rules for the game of hockey for women. The lacrosse section contains essays on the following topics: the zone defense in women's lacrosse, visual aids, the rating of umpires, lacrosse in the Midwest, innovation, and the lacrosse multisport test. There is an annotated bibliography for each sport. (JA)

ED 093 814

SP 008 178

Faber, Dolores, Ed. And Others

Soccer-Speedball-Flag Football Guide. June 1974-June 1976.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 74

Note—164p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 243-25542; No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Annotated Bibliographies, Athletic Activities, *Athletics, Physical Education, Teaching Methods, Visual Aids

Identifiers—Flag Football, Soccer, Speedball

This guide, produced by the National Association for Girls and Women in Sport (NAGWS), is a collection of essays by various authors on soccer, speedball, and flag football. There is a separate section for each sport. In the section, the following topics are covered: goalkeeping, the use of tires as a teaching aid, skill testing, problem-solving techniques, soccer visual aids, rules for soccer for girls and women, soccer signals, and differences between high school boys' rules and NAGWS Rules. The speedball section has essays on conditioning, speedball for the inner-city elementary school, coaching hints, visual aids, and speedball rules. In the flag football section, the essays cover topics such as equipment, testing, penalties, visual aids, and rules for girls and women. There is a bibliography for each sport in each respective section. (JA)

ED 093 815

SP 008 180

Dobie, Dorothy, Ed.

Softball Guide. January 1974-January 1976.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 74

Note—194p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 243-25156; No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Annotated Bibliographies, Athletic Activities, Athletics, Audiovisual Aids, Guidelines, *Guides, Professional Training, Teaching Methods, *Women's Athletics

Identifiers—*Softball, Sports Officials

This guide, produced by the Division for Girls and Women's Sports (DGWS), is a collection of rules, guidelines, and essays by various authors on the subject of women's softball. The document is divided into four sections. The first section is on the DGWS and contains statements of beliefs and standards and membership listings for various councils and committees. Section 2 is devoted to the articles. Among the topics covered in this section are softball audiovisual aids, softball pitching tests, batting analysis, formative evaluation measures, and instructional methods for different softball skills. There is also an annotated softball bibliography. Section 3 is on the Officiating Services Area, which is an area in the DGWS structure devoted to the training and rating of officials. This section includes standards, committee memberships, information sources, and instructions on how to form a board of officials. Section 4 is devoted to the official rules of softball. (JA)

ED 093 816

SP 008 181

Shick, Jacqueline, Ed. Hague, Andrea, Ed.

Acrobatic-Golf Guide. June 1974-June 1976.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 74

Note—142p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 243-25532; No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Archery, Athletic Activities, Athletics, Guidelines, *Guides, Physical Education, Teaching Methods, Video Tape Recordings, Visual Aids, Womens Athletics

Identifiers—*Golf

This guide is a collection of essays by various authors on archery and golf. There is a separate section for each sport. In the archery section, the topics covered include archery coaching, aiming, the spine of the arrow, do-it-yourself ideas for archery instruction, archery visual aids, and official rules for various archery activities. The section on golf includes essays on golf teams, video tape for using the golf swing, programed learning rules and etiquette of golf, the motivation of the woman golfer, and putting. There is an annotated bibliography in each section. (JA)

ED 093 817

SP 008 182

Sherman, Patricia, Ed. And Others

Tennis-Badminton-Squash Guide. June 1974-June 1976.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 74

Note—192p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 243-25298; No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Annotated Bibliographies, Athletic Activities, *Athletics, Guidelines, *Guides, Physical Education, Teaching Methods, Visual Aids, Womens Athletics

Identifiers—Badminton, Squash, Tennis

This guide is a collection of essays by various authors on tennis, badminton, and squash. The document is divided into three sections, one for

each sport. The topics covered include general teaching methods, methods to employ for teaching specific skills such as the lob or the backhand, the use of visual aids, conditioning drills, study questions, and rules for each sport. Also included are bibliographies for all three sports and statements of NAGWS (National Association for Girls and Women in Sports) Rules. (JA)

ED 093 818

SP 008 184

Roth, Robert A.

The Role of the State in Performance-Based Teacher Education-Certification.

New Jersey State Dept. of Education, Trenton. Office of Teacher Education and Certification.

Pub Date Dec 72

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Accreditation (Institutions), *Agency Role, Models, *Performance Based Teacher Education, Standards, *State Departments of Education, *Teacher Certification, Teacher Education, Teacher Education Curriculum

As States move toward performance-based teacher education and certification, a determination of the function of the State must be made. Within the approved program approach, and along a continuum from decentralized control and decision making to centralized control, five models of certification can be identified: process, information, facilitation, guidelines, and prescriptive. In the process model, the State is to define the process for the development of teacher education programs, stating who is to be involved and the nature of their involvement. In the information model, the State's role is to maintain records, with local school teams conducting evaluation of potential teachers. In the facilitation model, the control is left to colleges, but their direction comes from the State. The guidelines model calls for performance criteria to be stated in generic terms by the State agency and for the criteria to be further specified by the preparatory institution. In the prescriptive model, the State provides very specific performance criteria which are utilized by the colleges as objectives and evaluative criteria. Many States now operate in a manner similar to one of the described models. State certification agencies will adopt programs similar to one of these models according to their perception of their role in the teacher education and certification process. (HMD)

ED 093 819

SP 008 185

Schreffler, Kenneth E.

A Model for Higher Education Support Services.

Pub Date [74]

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Information Needs, *Information Networks, *Information Services, Models, Preservice Education, Special Education, *Special Education Teachers, Teacher Education

Identifiers—SESIN, *Special Education Student Information Network

The Special Education Student Information Network (SESIN), which was established by the Pennsylvania Department of Education in 1972, has two purposes: a) to help equip students with the necessary tools to educate exceptional children in conjunction with college and university teacher training programs and b) to provide information to teacher educators and State education planners on college students' characteristics, needs, interests, and study patterns. SESIN activities include information search, analysis, collection, and retrieval services; instructional materials and media information; workshops and demonstrations; career-oriented consultations; dissemination of project literature; and resource and referral services. The SESIN service function is accomplished in three steps: a) the student identifies and refines his information need with the assistance of an on-campus SESIN student representative, who b) transmits the request to the central SESIN offices, where c) relevant materials are gathered, packaged, and mailed directly to the student requester. Among the benefits derived from SESIN and similar operations are that campus resources are supplemented in a cost efficient manner; duplication of effort is minimized; systemwide fragmentation of teacher education is reduced; and information about student needs is generated from the service statistics of the operation. (HMD)

ED 093 820 SP 008 186

Mason, Kathleen Criddle, Ed.

Dance Therapy: Focus on Dance VII.

American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 74

Note—72p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Curriculum Development, *Dance, Deaf, Inservice Teacher Education, Motion, Observation, Older Adults, Psychotherapy, Research, Role Perception, *Therapy, Visually Handicapped

This document is a collection of essays by various authors on the subject of dance therapy. Dance therapy, in the introduction of this document, is defined as a form of psychotherapy in which the therapist utilizes movement interaction as the primary means of accomplishing therapeutic goals. The document is divided into five parts: a) "Introduction"; b) "Philosophy and Method", including essays on the role of a dance therapist in a psychiatric setting; c) "Techniques for Research and Observation"; d) "Dance for Special Groups", including minimal brain dysfunction children, the visually-impaired, the deaf, and older people; and e) "Training and Professional Status", which includes essays on curriculum development in dance therapy and a master's level inservice training program. (JA)

ED 093 821 SP 008 187

Fleming, Gladys Andrews, Ed.

Children's Dance.

American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73

Note—112p.

Available from—AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Children, *Dance, Folk Culture, *Guidelines, Teaching Skills

This book on children's dance is divided into five parts. Part 1 discusses the work of the task force. Part 2 presents a statement of belief and some implications and examples of guidelines. Other topics discussed are discovering dance, a concept of time, impressions, an approach to dance with boys, and science as a point of departure for dance. Part 3 includes discussions on dance in school, dance for boys, folk and ethnic contributions, and dance and the related arts. Part 4 discusses leadership for the 1980s, concerns for the profession, and competencies of the teacher of children's dance. Part 5 lists resources, including an annotated bibliography of reading and audiovisual materials, pilot projects, activities, and personal contacts for children's dance. An appendix includes a survey questionnaire, inquiry forms, criteria for viewing selected films, and areas of need research. (PD)

ED 093 822 SP 008 188

Heitmann, Helen M.

College Physical Education: The General Program.

American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73

Note—167p.; Report of the Mid-America Conference: Role of General Physical Education Programs in Higher Education (Chicago, Illinois, January 30-February 1, 1972)

Available from—AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 245-25524; No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Colleges, Degree Requirements, Elective Subjects, *Physical Education, Student Evaluation, Student Needs, Teacher Evaluation, Teaching Quality, Universities

This document is a collection of essays by various authors on the subject of college physical education. The essays are grouped under the following headings: a) "Sociological and Psychological Views of Today's College Students: Their

Needs, Interests and Characteristics"; b) "Current Approaches Toward Meeting Student Needs"; c) "Evaluation of Students"; d) Evaluation of Teachers"; e) "Developing Quality Instruction", which includes a status report on instruction programs of physical education in 4-year colleges and universities in 1971-72; and f) "Debate: Voluntary or Required Physical Education." (JA)

ED 093 823 SP 008 189

Roth, Robert A.

Planning for Competency-Based Teacher Education at the State Level.

Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.
Pub Date Jun 74

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Government Role, *Performance Based Teacher Education, Program Development, *Program Planning, State Departments of Education, *Statewide Planning, Teacher Certification, Teacher Education

There are eight areas which require attention in planning for state implementation of performance-based teacher education (PBTE): (a) initiation action, (b) goal statement formulation, (c) state role identification, (d) certification pattern design, (e) delivery system structure, (f) support mechanism organization, (g) regulation changes specification, and (h) management plan development (including evaluation). The official generating force for the development of a plan for PBTE can come from legislatures, chief state school officers, or state education agencies. Legislated PBTE is least desirable because of the inflexibility of law. Goal statements should be conceptually broad while providing a rationale for PBTE through a statement of expected outcomes. The decision regarding the amount of control to be exercised by the state is critical, because it will determine the amount and type of experimentation teacher preparation institutions will engage in. There are several models of the state function ranging from very tight control to very flexible guidance. Certification patterns are critical because of their implications for subsequent steps in the planning process. PBTE delivery systems must be devised for both pre- and in-service teacher education. Support mechanisms should be coordinated by a Competency Management Center. The management plan for PBTE implementation should be comprehensive, specific, and long-range. (HMD)

ED 093 824 SP 008 190

Sunderlin, Sylvia, Ed. Gray, Nan, Ed.

Physical Education for Children's Healthful Living. Bulletin Number 23-A.

Association for Childhood Education International, Washington, D.C.
Pub Date 68

Note—77p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$1.50, orders of less than \$2.00 cannot be billed)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Child Development, Childhood Needs, *Elementary Grades, Physical Development, *Physical Education, Safety Education

This bulletin, which focuses on the role of physical education in the development of children, contains 12 articles. The topics of the articles include a) movement, b) characteristics and examples of good physical education programs, c) safety education, and d) the learning environment. The booklet also includes a selected bibliography on elementary school physical education and a list of selected films and journal articles. (HMD)

ED 093 825 SP 008 191

Professional Preparation in Physical Education and Coaching.

American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 74

Note—55p.; An extract from "Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and Health Education" (AAHPER, 1974)

Available from—AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Athletic Coaches, *Physical Education, *Professional Education, *Standards, Swimming

Identifiers—*Aquatics, Athletic Trainers

This booklet is the product of a conference of the American Association of Health, Physical Education, and Recreation, the purpose of which was to revise professional preparation guidelines in dance, physical education, recreation education, and health and safety education. This report includes sections on physical education and coaching and on aquatics. The physical education section includes guidelines for the professional education of coaches, athletic trainers, and physical therapists. The section on aquatics includes standards for the preparation of instructors of swimming, diving, synchronized swimming, competitive swimming, and lifeguarding. It also includes guidelines for the aquatics facility manager and the aquatics administrator. (HMD)

ED 093 826 SP 008 192

Howes, Gordon T., Ed. Hill, Roland, Ed.

Lifeguard Training: Principles and Administration. A Manual for Developing and Administering Lifeguard Systems for Pools and Beaches. Second Edition, Revised.

Council for National Cooperation in Aquatics, Pelham, N.Y.
Pub Date 73

Note—214p.

Available from—Association Press, 291 Broadway, New York, New York 10007 (No price quoted); AAHPER Publications-Sales, 1201 16th Street N.W., Washington, D.C. 20036 (Stock No. 240-25526, \$8.95)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administration, Curriculum Guides, *Emergency Squad Personnel, First Aid, *Rescue, *Safety, *Safety Equipment, *Swimming, Swimming Pools

Identifiers—*Lifeguard Training

This manual for developing and administering lifeguard systems for pools and beaches is divided into three sections. Section 1, "Personnel," suggests prerequisites for lifeguard training, personal health, fitness and inservice training, and preventive lifeguarding. Section 2, "Operations," discusses the following: a) water conditions of surf beaches, swimming pools, bathing beaches, ponds, lakes, and rivers; b) rescue equipment including ring buoy, hand line, emergency light, boats, aquascopes, whistle, fins, and binoculars; c) rescues involving equipment such as the rescue buoy and boat rescues; d) swimming rescues and assists without equipment; e) artificial respiration and other first aid measures; and f) body recovery. Section 3, "Administration," includes the following topics: a) organization of lifeguards, including regulations for boat patrol and for the beach and pool, b) a suggested set of standard lifeguard signals and some rules to be observed when using electronic communications, c) coverup systems, d) legal aspects of lifeguarding, and e) records and reports. Appendixes include suggested course outlines for training lifeguards on surf beaches and swimming pool lifeguards. A 30-item bibliography is included. (PD)

ED 093 827 SP 008 193

Curriculum Improvement in Secondary School Physical Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73

Note—106p.; Proceedings of the Regional Conference of the American Association for Health, Physical Education, and Recreation (Mount Pocono, Pennsylvania, November 1971)

Available from—American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Conferences, Curriculum Design, *Curriculum Development, Educational Environment, *Physical Education, *Secondary Schools, Secondary School Teachers

This document is the result of a curriculum conference on secondary school physical education in the Northeastern United States, held specifically for secondary school physical education teachers. The document is composed of papers presented at the conference and some brief information about the conference itself. The order of presentation of the papers in this document is intended to identify the following primary aspects of the curriculum process: a) the need for understanding the context of education as it pertains to our society prior to focusing on developing curricular insights for particular fields of study, b) the need for providing a rationale and purposes as the basis for decision making and designing curriculum, and c) the need for evaluation. The papers in this document are as follows: "Curriculum and Humanistic Education: Monism vs. Pluralism"; "Physical Education Objectives Out of Curricular Chaos"; "Rationale and Purposes for Physical Education"; "On Considering Curriculum Design"; "Evaluation: The Program and the Person"; "Where Are You Going? What Are You Going to Do?"; and "Bibliography for Pre-Conference Encounter." (JA)

ED 093 828 SP 008 194

Paige, Roderick R.

What Research Tells the Coach About Football.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. of Men's Athletics.

Pub Date 73

Note—49p.; Published in cooperation with the National Council of Secondary School Athletic Directors and the National Council of State High School Coaches Associations

Available from—AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Athletic Activities, *Exercise (Physiology), *Injuries, *Motion, *Physical Characteristics, *Psychological Characteristics, *Social Characteristics

Identifiers—*Football

This booklet is designed to make available research findings about football with interpretations for practical application. Chapter 1, "Physical Characteristics of Football Athletes," includes a table comparing the height and weight of National Football League players and All-Star players. Somatotyping and body composition are discussed. In chapter 2, "Psychological and Social Characteristics of Football Athletes," the following aspects are considered: a) emotionality, b) personality factors, c) arousal and performance, d) success and the level of aspiration, e) career aspiration, and f) academic achievement and football participation. In chapter 3, "Speed of Movement in Football," the following topics are discussed: a) starting speed and body position, b) starting signals and movement, c) sprint running, and d) starting speed and blocking performance. Chapter 4, "Physiological Aspects of Football," includes a discussion on heat illness, nutrition and diet, body fat, metabolic level, and pre-season medical evaluation. Chapter 5, "Football Injuries," presents statistics on football fatalities and considers injuries to the upper and lower extremities, heat illness, and injuries on synthetic turf. A bibliography concludes each chapter. (PD)

ED 093 829 SP 008 195

Faulkner, John A.

What Research Tells the Coach About Swimming.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 67

Note—56p.; Published in cooperation with the American Swimming Coaches Association and the College Swimming Coaches Association of America

Available from—AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Evaluation, Performance, Physical Characteristics, *Physiology, *Psychological Characteristics, *Research, *Swimming

This booklet is designed to make research findings about swimming available with interpretations for practical application. Chapter 1, "Physical Characteristics of Swimmers," discusses somatotyping, body composition, and growth. Chapter 2, "Physiological Characteristics of

Swimmers," discusses resting rate, vital capacity, effects of water immersion, pulmonary ventilation, aerobic capacity, temperature regulation, warmup and swimming performance, underwater swimming, and muscle strength and endurance. Chapter 3, "Water Resistance and Energy Expenditure," concludes that comprehensive data are needed on the caloric and heart rate cost of different interval training procedures and of distance swimming to provide more accurate estimates of what swimmers can and are doing physiologically. Chapter 4, "Sociological and Psychological Aspects of Swimming," discusses psychological characteristics, social factors, psychology of coaching, motivation, and level of anticipation. Chapter 5, "Evaluation of Performance," presents information regarding Craig's velocity-duration curve, pulse rate after repeats or races, pulse rate and velocity, propulsive force, energy expenditure and efficiency, and caloric cost of swimming practices. A bibliography is included at the end of each chapter. (PD)

ED 093 830 SP 008 196

Costill, David L.

What Research Tells the Coach About Distance Running.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 68

Note—55p.; Published in cooperation with the National Council of State High School Coaches Associations, the NAIA Track Coaches Association, and the United States Collegiate Track Coaches Association

Available from—AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Athletics, *Exercise (Physiology), *Physical Activities, *Physiology, *Psychological Characteristics, *Research, *Running

This booklet is designed to make available research findings concerning distance running with interpretations, for practical applications, and to point out areas of needed research. Chapter 1, "Describing the Distance Runner," considers the following aspects in relation to the distance runner: a) anatomical characteristics, b) aging, c) strength and reaction time, d) cardiac hypertrophy and electrocardiogram irregularities, e) vital and maximal breathing capacity, f) maximal oxygen uptake, and g) psychological characteristics. In chapter 2, "Training the Distance Runner," the terms "interval training," "Holmer fartlek," "overdistance running," and "Lydiard type" are defined. Also interval and overdistance training, training pace and frequency, and nutritional considerations are discussed. In chapter 3, "In the Long Run," some physiological responses during the distance race and pacing are considered, and the advantages and disadvantages of warming up are discussed. Chapter 4, "Environmental Influence on Distance Running," discusses the effects of running in the heat, in the cold, and at high altitudes. A bibliography is included at the end of each chapter. (PD)

ED 093 831 SP 008 199

The Best of Challenge. Volume 2.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Note—177p.

Available from—AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036 (\$4.25)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Activities, *Anthologies, *Athletics, *Booklists, *Camping, *Films, *Handicapped, *Leadership, *Physical Education, *Physical Fitness, *Recreation, *Research

This volume is a collection of articles, practical information, program anecdotes, book and film reviews, and research abstracts on helping handicapped persons help themselves that appeared in 15 issues of "Challenge," September 1970 to May 1973. The volume has been divided into eight sections. Each article has been placed according to its major emphasis and concern. Section 1 is entitled "Philosophy and Editorials." Section 2 has the general heading "Activities" and is divided into the following subsections: "Arts, Crafts, and Games"; "Athletics and Sports"; "Core Correlated"; "Motor, and Perceptual-Motor Development"; "Physical Educa-

tion/Fitness"; "Swimming"; and "Wheelchair." Section 3, "Programs," has these subsections: "Adults," "Camping," "Moderately and Severely Retarded," "Ongoing," "Recreation," and "Scouting." Section 4 is entitled "Leadership." The remaining sections are as follows: Five—"Cross-Country Challenges"; Six—"Books"; Seven—"Films"; and Eight—"Research." A subject index is included. (JA)

ED 093 832 SP 008 200

Tennis: Group Instruction.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; United States Lawn Tennis Association, New York, N.Y.

Pub Date 72

Note—63p.

Available from—AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Athletic Activities, *Athletic Equipment, *Group Instruction, *Recreational Activities, *Safety

Identifiers—*Tennis, United States Lawn Tennis Association, USLTA

This manual is a guide to group instruction of basic tennis. Chapter 1 discusses four premises. Chapter 2 illustrates basic strokes, including the forehand and backhand ground strokes, the forehand and backhand volleys, the lob and overhead smash, and the half-volley. Chapter 3 presents methods of teaching the strokes, some corrective techniques, and the rules and scoring and teaching them. Chapter 4 outlines teaching beginning tennis and suggests drills for improving play. Chapter 5 discusses tactics including steadiness, accuracy, speed, spin, and player's location on the court. Chapter 6 suggests various teaching aids that can be made or purchased. Chapter 7 discusses testing tennis knowledge through written and skill tests. Chapter 8 discusses safety in teaching including the teacher's and student's responsibilities. Chapter 9 focuses on clothing, courties, and customs. Chapter 10 discusses equipment, including rackets, strings, balls, and playing surfaces. Chapter 11 presents a sample lesson plan, and chapter 12 discusses competition and tournaments. Chapter 13 discusses tennis development and the scope and activities of the United States Lawn Tennis Association (USLTA). A 17-item bibliography is included. (PD)

ED 093 833 SP 008 201

Stephens, Lillian S.

The Teacher's Guide to Open Education.

Pub Date 74

Note—337p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Area Studies, *Class Organization, *Cooperative Teaching, *Curriculum, *Educational History, *Group Instruction, *Individualized Instruction, *Open Education, *Paraprofessional School Personnel, *Parents, *Teacher Centers, *Team Teaching

This book, divided into four parts, emphasizes a practical approach to open education. Part 1 is devoted to the historical and philosophical bases of open education and to the teacher's role in the open classroom. Included in this section are discussions on the nature of education, child development, children and learning, characteristics and a definition of open education, and the teacher and child responsibility. Part 2 notes methods of organizing and managing open classrooms. The following topics are discussed: a) changing from a traditional classroom, b) classroom management, c) recordkeeping and evaluation, and d) internal class records. Part 3 discusses the curriculum of open schools, which includes social studies, science, reading, writing, mathematics, cooking and baking, and creative arts. Part 4 is devoted to various aspects of implementing open education and focuses on the following topics: a) the individual child; b) grouping for instruction; c) team and cooperative teaching; d) parents, volunteers, and paraprofessionals; e) anticipating some problems; and f) teacher centers. (Two appendixes relating to open education in Great Britain and an annotated bibliography are included.) (PD)

ED 093 834 SP 008 202

Marsh, David D.
Issues Concerning Teacher Centers: Research and Development—Is There a Role?
Pu. Date Apr 74

Note—9p; Paper presented at the Annual Convention of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Development, *Educational Research, *Educational Trends, Effective Teaching, Instructional Staff, Organization, Policy, Role Perception, *Teacher Centers, Teacher Employment

This speech focuses on the role that research and development can and will play in the planning and operation of teacher centers over the next few years. The speech is divided into three sections for the three critical issues that are discussed: a) issues concerning policy analysis related to teacher centers, b) issues in the development and operation of local teacher centers that relate to research and development, and c) issues concerning teacher centers as vehicles for research on teacher effectiveness. Specifically, the first section reviews the current teacher surplus, current staff sizes, and financial limitations in staffing. The second section stresses the need for some "Vince Lombardi in Program Development"; Lombardi's football success came from a careful analysis of strategy—the efforts of his team, the opponent team, the weather, the press. Section 3 considers teacher centers as vehicles for discussing competencies which ought to be required for state certification. The author summarizes by expressing his view that in the future teacher centers will be involved in policy analysis and organization development and research issues, but not in the conduct of teacher effectiveness. (JA)

ED 093 835 SP 008 203

Block, James H., Ed.
Schools, Society, and Mastery Learning.
Pub Date 74

Note—148p; Articles based on papers presented at the Society, Schools, and Mastery Learning Symposium of the American Educational Research Association Convention (1973)
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (No price quoted)

Document Not Available from EDRS.

Descriptors—Educational Practice, *Educational Research, Educational Theories, *Learning Theories, Social Problems
Identifiers—*Mastery Learning

This book is a collection of essays on mastery learning, which is defined as an instructional philosophy that asserts that under appropriate instructional conditions virtually all, rather than some, students can learn most of what they are taught. The articles in this book are based on a symposium. Social scientists were contacted and asked to respond to the following question from the standpoint of their particular discipline: "If mastery learning could be successfully implemented, then what would be the implications for the school and society?" The book is divided into two parts with three essays in each part. Part 1 focuses on the "if" portion of the question. It is intended to introduce the reader to the current state of mastery learning theory, practice, and research and to set the stage for part 2. Part 2 centers on the "then" portion of the question. It is intended to sketch out some of the theoretical implications of mastery learning and to highlight some of its practical administrative implications. (JA)

ED 093 836 95 SP 008 204

Sefin, Naim A.
The Relationship Between Attitudes and Training in Research. Final Report.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No.—BR-I-B-100
Pub Date 28 Feb 74

Note—132p.
EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—*Attitudes, *Attitude Tests, College Faculty, College Students, *Educational Research, *Research, *Semantic Differential

This study attempted to relate the development of attitudes toward educational research with two variables in training: institutional setting and courses usually related to research training. The study compared the attitudes toward research between a) university and college faculty members, b) full-time and part-time graduate students, c) undergraduates in education and undergraduates in psychology, and d) college and university undergraduate students. A Semantic Differential scale of 6 concepts and 16 scales was used for the study. No significant differences were found between the attitudes of college and university faculty members, but all other comparisons revealed attitudinal differences. The results of the study suggest that: a) college and part-time graduate students as compared with university and full-time graduate students are less tolerant of theory and view quantitative procedures as having less value; and b) training in quantitative techniques positively affects the attitude of trainees. The instruments used in developing the Semantic Differential scale, as well as the data analysis tables, are included as appendixes A and B. (HMD)

ED 093 837 SP 008 205

Toben, Carolyn W. Sapp, Gary L.
Student-Centered Classroom Management.
Pub Date [72]

Note—14p.
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Behavior Change, Change Agents, *Class Management, Grade 11, Low Achievers, *Stimulus Behavior, Student Behavior

This paper reports on a program to increase the effectiveness of English instruction with inner-city students involving the development of a systematic approach to classroom management. Implementation of the program included defining appropriate behavioral roles of teacher and students, providing positive consequences for appropriate student behaviors, maintaining accurate records of classroom behavior, and developing flexibility in managing classroom learning situations. The participants, 36 academic underachievers enrolled in two high school junior English classes, were asked to list behavior they considered inappropriate in the classroom and free time privileges they would enjoy. To decrease the high rate of inappropriate behavior, a system was established giving points for specified in-class activities that could be exchanged for 10 minutes of free time. To increase communication skills, students were asked to respond to a variety of stimuli in written and verbalized form. Independent study was used as a motivational device and teaching aid. Most students quickly began working and maintained a high level of appropriate behavior throughout the study; there was an increase in class attendance; and students were willing to complete academic tasks. The authors conclude that this study demonstrates that a single classroom teacher, through the systematic use of a student-centered behavioral management program, can produce positive changes in the behavior of a class of underachieving students. (PD)

ED 093 838 SP 008 206

Kaplan, Paul S.
A Note from the Other Side.
Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Definitions, Educational Attitudes, Language Styles, *Language Usage, *Teacher Educators

Identifiers—*Jargon

This paper describes two types of teacher educators, discusses "in" and "out" phrases of educational jargon, and concludes with six proposals. The author criticizes teachers who teach six months in a ghetto school and then write a book about the terrible teaching of their colleagues; and he criticizes teacher educators in large universities who stay as far away as possible from the primary experience of teaching. Problems of the use of educational in-terms are discussed and exemplified by "education experimentation" and "discipline." The following proposals conclude this paper: (a) periodic mandatory stays in inner-city schools; (b) significant research directly applicable to large educational systems performed by competent and impartial experimenters; (c) a new look at the realities involved in mass educa-

tion without the use of oversimplified in-words and clichés; (d) a nonbiased, realistic look at the problems of discipline within the classroom setting; (e) consideration of possible change that falls within the realm of present-day reality; and (f) a stop to the ridiculous and divisive rhetoric that divides all concerned educators. (PD)

ED 093 839 SP 008 207

Gossen, Harvey A.
Pupil Control in Student Teaching.
Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Class Management, Educational Research, *Socioeconomic Background, *Student Teacher Relationship, *Student Teachers, Student Teaching, *Teacher Attitudes

In this project, the concept of pupil control ideology was studied as it applied to student teachers. Those students at Central Missouri State University who were completing their student teaching experience during the winter and spring terms of 1970 participated in the study. The two hypotheses tested were that a) there will be no significant difference in the mean scores of pupil control ideologies of student teachers from different socioeconomic backgrounds and b) there will be no significant change in the pupil control ideology of teachers in the primary grades group with respect to their pretest and posttest scores. The measurement instrument was the Pupil Control Ideology form. Within the limitations of the study, both null hypotheses were accepted. The findings suggest that belief orientations that student teachers hold about pupil control are not influenced significantly by the effects of differing socioeconomic status and that the student teacher's perceptions of life in the classroom relative to pupil control and his actual experiences in the classroom are fairly congruent. (Author/HMD)

ED 093 840 95 SP 008 208

Evans, Carlton And Others
Mathematics for Elementary Teachers (Math 108a). Adams State College.

Adams State Coll. of Colorado, Alamosa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [73]

Grant—OEG-0-73-1039(715)
Note—28p; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 209-215

Available from—Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Elementary Grades, *Instructional Materials, Mathematics, Mathematics Education, *Mathematics Instruction, *Performance Based Teacher Education, Preservice Education, Teacher Education

Identifiers—*Learning Modules

This document is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. As a result of completion of this module, which is itself a cluster of nine mathematics learning modules, the elementary education student will: a) gain a knowledge and understanding of the concept of elementary school mathematics; b) have a deeper understanding of the specific topics than would be expected of an elementary student; c) realize and appreciate the logical development of material from precise definitions based on intuitive concepts to facts derived from these concepts; d) increase his confidence in his own mathematical ability; e) see mathematics as a body of interdependent knowledge; and f) realize that mathematics proficiency in the mechanical processes of mathematics is not sufficient for the present-day student. Each module contains a statement of the underlying rationale; a statement of the objectives of the module; enabling activities, which are generally taken from other reference works; and procedures for evaluation. The topics of the modules include a) logic; b) set concepts; c) whole numbers and counting; d) operations on sets; e) binary operations; f) addition, subtraction, and inequalities of whole numbers; g) multiplication and division and the distributive properties of operations on the set of whole numbers; h) fractions; and i) geometric concepts. (HMD)

ED 093 841 95 SP 008 209
Stokes, Cloyce

Music for Elementary Teachers; Self-Help Guide (MUS 370). Adams State College.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-0-73-1039(715)

Note—62p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208 and 210-215

Available from—Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Elementary Grades, Music, Music Activities, *Music Education, Primary Grades, *Teacher Education, *Teaching Guides
Identifiers—*Learning Modules

This self-help guide for the music teacher is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The guide itself consists of 11 modules, the first five of which focus on the mathematical and scientific aspects of music—pitch, tempo, duration, time, and key. These five modules are accompanied by simple exercises for the teacher to practice. The remaining modules are devoted to teaching music to children of primary school age. They are entitled a) "Teaching Rote Songs," b) "Teaching Listening Lessons," c) "Rhythm Instruments," d) "Tone Bells," e) "The Autoharp," and f) "The Realities of the Arts to Primary Children." The entire guide is aimed at the primary teacher whether or not she or he has "musical talent." (HMD)

ED 093 842 95 SP 008 210

Roldan, Gonzalo And Others

Utilization of Instructional Media Materials, Competency-Based Approach. Adams State College.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-0-73-1039(715)

Note—22p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208, 209, and 211-215

Available from—Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Evaluation Criteria, Instructional Materials, *Instructional Media, *Media Selection, *Performance Based Teacher Education, Performance Criteria

This series of modules on utilization of instructional media materials is intended to help educators in the planning, development, and implementation phases of instruction. The goals of this package include the following objectives for the intern: a) regularly present new and pertinent material of varied media; b) coordinate media with her/his unit or lesson plan; c) promote achievement through the use of media; d) prepare students psychologically as well as physically for media utilization; and e) classify material according to instructional objectives. Listed are competency goal statements, prerequisites, and resources. Module 1, "Evaluation, Selection and Utilization of Instructional Media Materials," notes the time for completion of the module, prerequisites, objectives, enabling activities, and evaluation procedures. The following handouts are included with Module 1: Instructional Media Evaluation Criteria; Educational Media Objectives for Instructional Media Materials; Media Utilization Chart; and College Facilitator Criteria Checklist for Evaluation, Selection of Instructional Media Materials and Development of a Media Utilization Chart. Module 2 is "Utilization of Media within a Classroom"; listed are the time, prerequisites, objectives, enabling activities, and evaluation. The accompanying handout is the Cooperating Teacher, Team Leader, On-Site Instructor Criteria Checklist for Utilization of Instructional Media Materials and Media Utilization Chart. (JA)

ED 093 843 95 SP 008 211

Lonsdale, Helen C. And Others

Teaching Elementary School Social Studies, Competency-Based Approach. Adams State College.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-0-73-1039(715)

Note—33p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208-210 and 212-215

Available from—Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Elementary Grades, *Instructional Materials, *Performance Based Teacher Education, Preservice Education, *Social Sciences, *Social Studies, Teacher Education
Identifiers—*Learning Modules

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The 11 modules in this social studies sequence for the elementary education student have five goals: a) to enable interns to participate in inductive learning situations, b) to introduce interns to some basic concepts of each of the social science disciplines, c) to survey and analyze a variety of social studies resources, d) to enable interns to participate in discussions of elementary social studies teaching plans and learning activities, and e) to enable interns to select and develop social science activities for students of various interests and abilities. Each module consists of a statement of the objective, enabling activities, and evaluation procedures. The module titles are: a) Basic Social Science Concepts, b) Basic Social Studies Concepts and Sequences of Learning Activities for Children, c) Basic Social Studies Concepts and Materials in the Social Studies Resource Center, d) Social Studies Concept Attainment, e) Field Use of Social Studies Concept Attainment Exercises, f) Planning and Inductive Teaching Episode on Concept Formation, g) Field Use of an Inductive Teaching Episode on Concept Formation, h) Analysis, Use and Adaptation of Resources from the Social Studies Resource Center, i) Field Use of Two Resources from the Social Studies Resource Center, j) Investigation of Two Teaching Strategies, and k) Field Use of a Teaching Strategy and Development of Student Evaluation. (HMD)

ED 093 844 95 SP 008 212

Evans, Carlton And Others

Teaching Elementary School Math, Competency-Based Approach. Adams State College.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Grant—OEG-0-73-1039(715)

Note—25p.; Paper prepared for the Adams State College Teacher Corps Program (Alamosa, Colorado); For related documents, see SP 008 208-211 and 213-215

Available from—Adams State College, Alamosa, Colorado 81101 (No price quoted)

Descriptors—*Elementary Grades, Mathematics Education, *Mathematics Instruction, *Performance Based Teacher Education, Teacher Education

Identifiers—*Learning Modules

The stated goals for the nine modules in this elementary math cluster, which is part of a series developed for the Adams State College Teacher Corps program, are that the intern will: (a) understand the scope and sequence of topics in elementary mathematics, (b) be familiar with a wide variety of activities and materials for use in a mathematics laboratory approach, (c) know various alternative approaches to teaching given mathematics topics, (d) utilize methods which convey understanding of concept rather than rote memorization, (e) realize that pupil attitudes toward a subject are as important as aptitude, (f) understand the relationship between mathematics and other elementary school curricula, and (g) know the relevance of prevalent learning theories to the specific area of mathematics. Each module contains a statement of the underlying rationale, the objectives for the module, enabling activities, and evaluation procedures. Module topics include set theory and operations, numbers, numeration systems, addition and subtraction, multiplication and division, geometric concepts, fractions and decimals, measurement, problem solving, and evaluation of mathematics learning. (HMD)

ED 093 845 95 SP 008 213

Roybal, John, Jr. And Others

Adams State College School and Community Education Program.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-73-1039(715)

Note—15p.; Paper prepared for the Adams State College Teacher Corps Program (Alamosa, Colorado); For related documents, see SP 008 208-212, 214, and 215

Available from—Adams State College, Alamosa, Colorado 81101 (no price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Community Involvement, *Community Study, Instructional Materials, *Performance Based Teacher Education, School Community Relationship, Teacher Education
Identifiers—*Learning Modules

This sequence of learning modules in community involvement is part of a series prepared for the Teacher Corps program at Adams State College. The modules are designed to provide the intern with: (a) entry skills into the community, (b) skills in researching a community to better understand the life style of its inhabitants, (c) skills in researching other agencies with which the intern can link his efforts, and (d) skills in organizing communities for educational and political action. Each module contains a statement of rationale, objectives of the module, enabling activities, and evaluation procedures. The four modules in the sequence are entitled: (a) Community Entry Skills, (b) School System Entry Skills, (c) Community Survey Skills, and (d) Community Survey. (Author/HMD)

ED 093 846 95 SP 008 214

Myers, Susan L.

Children's Literature. Adams State College.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Grant—OEG-0-73-1039(715)

Note—60p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208-213 and 215

Available from—Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Booklists, *Childhood Needs, Childrens Books, *Childrens Literature, *Evaluation Criteria, Guides, Instructional Aids, *Teaching Guides, Teaching Methods

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The dual purpose of these modules is stated as follows: trying to understand children and their needs and becoming familiar with and developing criteria for evaluating children's literature. The objectives of the modules, which are listed, stress acquisition of definitions, background, standards, techniques, understanding of children's needs, and overall selection ability as related to children's literature. Specific assignments, such as the accumulation of cards for each book covered in this course, are outlined. The module is then divided into eight units; each unit includes a brief introduction identifying the subject and general procedure, a list of general readings, and a list of references. The eight units are as follows: Understanding Children and Their Needs; Classics; Picture Books; Traditional Literature—Folk Tales, Fairy Tales, Myths, Legends and Fables; Fantasy; Fiction: Historical and Realistic; and Poetry. There are two appendices: Literary Definitions and An Annotated Bibliography of Selected Selection Aids, which is subdivided into Basic Lists, Specialized Lists, and Aids Reviewing Non-Print Media. (JA)

ED 093 847 95 SP 008 215

Stokes, Cloyce And Others

Music for Elementary Teachers, Competency-Based Approach. Adams State College.

Adams State Coll. of Colorado, Alamosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-0-73-1039(715)

Note—54p.; Paper prepared for the Adams State College Teacher Corps Program; For related documents, see SP 008 208-214

Available from—Adams State College, Alamosa, Colorado 81101 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Elementary School Teachers, *Music Education, *Music Teachers, *Performance Based Teacher Education, *Performance Criteria, Teacher Interns

This is one of a series of eight Teacher Education Modules developed by Adams State College Teacher Corps Program. The goals of this module package are listed as follows: a) to introduce the intern to music for elementary school children; b) to enable interns to develop knowledge and skills of an elementary level in music; c) to enable interns to translate written music notation of elementary difficulty into song; d) to acquaint interns with methods and materials utilized in elementary music instruction; and e) to enable interns to use many of the traditional instruments in elementary music education, i.e., autoharp, tone bells, and rhythm instruments. Listed are competency goal statements, prerequisites, and resources. The package is divided into the following modules: Pitch; Tempo and Duration; Sharps-Flats-Key Signatures; Pitch and Duration Simultaneously; Dots After Notes; Teaching Rote Songs; Use of Rhythm Instruments; Tone Bells; Autoharp; and the Realities of the Arts to Primary Children. Each module lists time, objectives, and enabling activities and describes evaluation. There is a criteria checklist after each module for the cooperating teacher, team leader, and on-site instructor. (JA)

ED 093 848 SP 008 217
Instructional Aids, Materials, and Supplies—Guidelines.

Education Development Center, Inc., Newton, Mass.

Pub Date Apr 71

Note—61p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Art Materials, Classroom Materials, Dramatic Play, *Educational Equipment, Educational Games, *Elementary School Curriculum, *Instructional Materials, Mathematics Materials, Music, Reading Materials, Science Materials, *Supplies

Identifiers—Project Follow Through

This resource guide produced for the Follow Through Program, primarily lists instructional aids and supplies; it also suggests practical implications for provisioning the classroom environment, gives specific suggestions for Project Follow Through directors, and lists addresses of suppliers. The materials are divided into nine categories, which are general classroom equipment, special equipment, art, music, dramatic play, wood-working, cooking, mathematics, and science. The catalog reference number, supplier, and cost are given for each item when appropriate. (PD)

ED 093 849 SP 008 218

Bigelow, Ross Edgar

African Education Research. Part One: Issues and Patterns.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 74

Note—35p.; For related documents, see SP 008 219 and 220

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Classification, Developing Nations, Educational Development, *Educational Research, Educational Researchers, *Institutional Research, Research

Identifiers—*Africa

This study of 416 African Education Research (AER) projects was conducted to: (a) provide information on current studies by Africans on African education; (b) provide a framework for critical analysis of research based on a classification of the issues; and (c) provide a listing and discussion of continuing research resources which would aid periodic documentation of African education research. The leading issues researched in African education were found to be (in ranked order) student evaluation, communications, political education and social policies, teaching, administration and education, education and economic development, and access to education. Among the conclusions drawn from the study are that (a) an issue-oriented classification of research simplifies prioritization of research efforts because of its functional relationship to policy making; (b) both problem- and solution-oriented research is necessary, and it is the educational administrator who should decide priori-

ties for solution-oriented research and take responsibility for its undertaking, while the academician researches problems; and (c) similarities of the patterns of the issues from country to country in Africa suggest that the problems of educational development are roughly equivalent throughout. (Part two of the study is the actual classification and indexing of the 416 projects, and part three is a listing of information resources for persons who are interested in African education.) (Author/HMD)

ED 093 850 SP 008 219

Bigelow, Ross Edgar Dresang, Eliza T.

African Education Research. Part Two: Project Classification.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 74

Note—52p.; For related documents, see SP 008 218 and 220

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Classification, *Educational Research, Educational Researchers, *Indexes (Locators), Institutional Research, *Research Projects

Identifiers—*Africa

This document is the second part of the report of the African Education Research (AER) project. It presents a classification of 416 research projects undertaken by Africans on education issues in Africa during the period from 1970 to 1974. It is designed to provide Africans and Africanists with a resource to assess the state of the art and to guide further study of the issues and problems of African education. Each project entry includes: (a) project number; (b) country or area of research focus; (c) research topic; (d) descriptors, which are cross referenced in a separate section of the document; (e) dates of the study; and (f) the institution which sponsored the research. Where possible, project publications and funding sources are noted, and a summary of the methods, aims, scope, and findings of the research project is included. (Part one of the AER report describes the development of the classification scheme, and Part three is a listing of information resources for African education.) (HMD)

ED 093 851 SP 008 220

Dresang, Eliza T., Comp.

African Education Research. Part Three: Continuing Research Resources.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 74

Note—32p.; For related documents, see SP 008 218 and 219

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Bibliographies, Developing Nations, *Educational Research, *Information Sources, Resources

Identifiers—*Africa

This document, which is the third part of the African Education Research (AER) Project, presents a categorized listing of research resources and partially annotated bibliography of existing bibliographies intended for use by African researchers, decision makers, and other persons interested in education in Africa. The continuing sources of information are designed to help those who are dealing with contemporary education policies and problems to keep up with what is being done and to facilitate contacts with other persons and liaison among administrators, educators, and institutions who have similar concerns. Four types of information sources are included: (a) institutions and organizations with publications relevant to African education research; (b) information retrieval systems; (c) periodicals; and (d) indexes and abstracts. (The first part of the AER report is a description of the development of the classification scheme for educational research projects in Africa, and the second part of the report is the actual classification listing of 416 research projects.) (HMD)

ED 093 852 SP 008 221

Poteet, James A.

Behavior Modification: A Practical Guide for Teachers.

Pub Date 73

Note—104p.

Available from—Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, Minnesota 55435 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Behavior, *Behavior Change, Behavior Rating Scales, Behavior Standards, Behavior Theories, Classification, Evaluation, Measurement, Observation, *Teacher Role, *Teaching Methods

This teachers guide in behavior modification is divided into five chapters. Chapter one, "Describing Behavior," presents methods for specifying behaviors in precise wording, labeling behavior, and deciding on the target behavior (behavior designated for modification). Chapter two, "Measuring Behavior," describes and illustrates by means of graphs how observation and recording of the target behavior produces measured results called "the baseline data." Chapter three is entitled "Understanding Behavior"; this chapter discusses at length the theory of behavior modification, respondent and operant behavior, and positive and negative reinforcers and punishment. Chapter four, "Modifying Behavior," describes various steps the teacher might take in his role as a behavior modifier in using reinforcement methods; another method that is discussed in this chapter is diagnostic/prescriptive teaching. Chapter five, "Evaluating Behavior," details means to evaluate the results of the behavior modification by expanding on the graphs described in chapter two. (JA)

ED 093 853 SP 008 222

Bicknell, J. E. And Others

Formative Studies of First Year of the Competency-Based Field Center for Teacher Education at Hamburg, New York.

State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.

Pub Date Jun 74

Note—222p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Performance Based Teacher Education, *Program Development, *Program Evaluation, *Teacher Centers

This report describes the first-year progress of the Fredonia/Hamburg Teacher Education Center and is concerned with aspects of the general format, program, and organization of the center. Chapter one defines and discusses the development of competency-based programs and describes the purpose of the Teacher Education Center at Fredonia/Hamburg. Chapter two discusses the rationale, organization, and planning of the center. Also described is the progression from traditional student teaching to the internship. Chapter three evaluates the teacher education center according to three major concerns: classroom instruction, organization, and professional development of the interns. Chapter four makes eight recommendations concerning the establishment of a program committee, the value base of the program, competencies and associated activities, and staff responsibilities. Chapter five is an epilogue, briefly commenting on the second year of the program. A 17-item bibliography and three appendixes are included. (PD)

ED 093 854 95 SP 008 223

Ruch, Charles P. And Others

An Educational Ad-hocracy. A Series of Final Reports of the University of Pittsburgh Training Teacher Trainers (TTT) Project.

Pittsburgh Univ., Pa.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-70-2062(725)

Note—533p.

EDRS Price MF-\$0.90 HC-\$25.80 PLUS POSTAGE

Descriptors—*Educational Improvement, Elementary Schools, Program Descriptions, Programs, Secondary Schools, *Teacher Education, *Teacher Educator Education

Identifiers—Training Teacher Trainers, TTT

This document from the Training Teacher Trainers (TTT) project, which sought to improve the quality of the educational system through training personnel and developing programs, is divided into five major sections. Section one—The Director's Report—presents a detailed description of the total project, its major structures,

processes, and accomplishments. Section two—the Evaluator's Report—offers the findings of an independent evaluator who made periodic visitations and who, as a participant-observer, presents a historical/clinical assessment of the project. Section three—the Discipline's Report—describes the experiences, reactions, and conclusions of the several members of the English Department, the only liberal arts department that made a significant commitment to the project. Section four is composed of a set of case reports of the six training programs conducted by the TTT project. Section five is composed of a set of case reports of the 10 field sites involved in the TTT project. A series of Technical Appendixes include data on faculty, participants, a project bibliography, and reports from several of the satellite projects. (Author/JA)

ED 093 855 SP 008 224
Guide for Teacher Preparation in Driver Education. Secondary School Edition.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (E J F), Washington, D. C.

Report No.—DOT-HS-801-132

Pub Date Jul 74

Note—421p.

Available from—U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00169, \$4.35)

EDRS Price MF-\$0.75 HC-\$19.80 PLUS

POSTAGE

Descriptors—*Accident Prevention, Administration, Curriculum, *Curriculum Development, *Driver Education, Motor Vehicles, *Traffic Accidents, Vehicular Traffic

This guide, divided into three parts, provides information for developing driver education programs capable of meeting the needs of students and of being administered within the resources available to them. Part one discusses the characteristics of the highway transportation system, their relationship to accident causation, and the programs that exist to improve the effectiveness of the system. Part two deals with the following components of the driver education system: (a) the system and its objectives, (b) the driver educator, (c) curriculum development, and (d) curriculum administration. Part three offers a guide for instruction in approximately 60 driving tasks, suggesting procedures and skills to be acquired for each task, learning problems to be anticipated, and hazards and laws involved. Suggested instructional aids and resource materials are included. (PD)

ED 093 856 95 SP 008 225

DeVault, M. Vere

Teacher Centers in Japan, England, and the United States. A Series of Case Studies.

Wisconsin Univ., Madison.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Jan 74

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Case Studies, *Inservice Programs, *Inservice Teacher Education, *Teacher Centers, Teacher Education, Teacher Workshops

Identifiers—Great Britain, Japan

This document contains three sections each of which provides an overview of teacher centers and several case studies of individual centers in Japan, Britain, and the U. S. Although teacher centers tend to be diverse, those in England and Japan seem to have a describable national characteristic, Japanese centers tend to be large with regard to both physical structure and organization, while those in Britain and the U. S. vary widely in size and structure. Funding patterns also differ from country to country: in England, centers are funded largely through local education agencies; in Japan, the Prefecture of Education provides most of the funding; and in the U. S., the U. S. Office of Education generally provides funds for the initiation of a center, while subsequent operation is paid for by the state or local education agency. Some functional problems are common to teacher centers in all three countries: (a) how to encourage teachers to participate in the activities of the center; (b) how to remain responsive to teachers, while being supported by sources outside the teacher group; and (c) how to staff a teacher center. (HMD)

ED 093 857 95 SP 008 226

Griffin, Gary A. Lieberman, Ann

Behavior of Innovative Personnel.

ERIC Clearinghouse on Teacher Education,

Washington, D. C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D. C.

Pub Date Aug 74

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavior, *Behavior Patterns, Change Agents, Educational Change, Educational Development, *Educational Innovation, *Innovation, Institutional Role, *Personnel, Teacher Behavior

This paper is devoted to a discussion of characteristics of innovative educational personnel and factors, such as the educational institution, that may affect innovative actions. The paper is divided into three sections. Section one presents a literature review that centers on three categories: leadership, qualities of innovativeness, and change agents. Section two discusses the school as a setting for innovation under topics such as the social context of the school, the structure and function of the school, and the roles of persons in the school setting. Section three speculates upon the behaviors most appropriate to school persons who are or might be considered to be innovative. Several broad categories of behavior are identified. (JA)

ED 093 858 95 SP 008 227

Sinclair, Ward Moulden, William E.

Educating Prisoners for Socially Constructive Roles.

ERIC Clearinghouse on Teacher Education,

Washington, D. C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D. C.

Pub Date Aug 74

Note—67p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Corrective Institutions, Delinquency, *Education, *Educational Programs, Individualized Instruction, National Surveys, *Prisoners, Program Descriptions, Teacher Education, Vocational Education

This document reviews problems, alternatives, and recent developments in the education of prisoners. The authors state as a guiding argument that while inmates are severely handicapped according to traditional academic measures, in terms of the current movement in education towards individualized instruction nowhere is there a more fertile ground for receptive students than in correctional institutions. The following problems are cited: the lack of programs to prepare inmates for socially constructive roles in communities; job discrimination against former inmates (the New Careers program for rehabilitated offenders is discussed as a solution for this); and the poverty background of many prisoners. The document reports specifically on work release programs; the prevention of juvenile delinquency through education; vocational, career, and college programs; and the education and certification of teachers of inmates. The extensive appendixes are: (a) A Summary of Teacher Corps Corrections Projects, 1968-74; (b) College Programs in State and Federal Penal Institutions (listed by state); and (c) National Survey of Postsecondary Education Programs for Incarcerated Offenders. (Author)

ED 093 859 SP 008 228

Aronstein, Laurence W. Olsen, Edward G.

Action Learning: Student Community Service Projects.

Association for Supervision and Curriculum

Development, Washington, D. C.

Pub Date 74

Note—48p.

Available from—Association for Supervision and Curriculum Development, Suite 11000, 1701 K Street N.W., Washington, D. C. 20006 (Stock number 611-74018, \$2.50)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Action Programs (Community), *Activity Learning, Community Action, Community Programs, Learning Processes, *Program Development, Program Evaluation, *Program Planning, Student Participation

By engaging students in community service projects, action learning uses resources of the real world to give students opportunities to participate in performing tasks and making decisions that confront societal problems. Such projects should be decided on after a study of the needs of the community. After a project is selected, all relevant information should be gathered and studied, objectives defined, school administrators and community leaders involved. In implementing the project, the teacher should be sure to provide initial direction to the students and ensure that emotional satisfaction attends each step of the project. The teacher should be considerate of other teachers' plans, keep permanent records, and secure appropriate publicity for the project. Evaluation of the community service project should consist of interim and final reports that contain information of learning results achieved, the contribution made to the improvement of the community, and the group's procedures. One example of a successful project based on these guidelines is the Cash for Trash program at the State University of New York in Buffalo, in which students operate a recycling service that pays residents of the inner city for separated trash. (HMD)

ED 093 860 SP 008 229

Pasch, Marvin Pozdol, Marvin

The Development of Field Based Teacher Education Programs at Cleveland State University.

Pub Date Sep 73

Note—5p.; A Position Paper submitted to the College of Education, Cleveland State University

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*College School Cooperation, *Field Experience Programs, *Inservice Teacher Education, *Student Teaching, *Teacher Centers

This paper defines field-based teacher education and offers some generalizations concerning field-based teacher education programs. Field-based teacher education is defined as an on-site teacher education center in a school or group of schools that may be used for observing, practicing methodology, and learning and practicing methods on-site the entire year. The following generalizations are made concerning field-based teacher education programs. One, teacher education centers should be governed under a principle of "shared sovereignty." Two, joint planning and goal setting by the college of education and participating schools must precede all field-based activities. Three, there must be an on-going means of reporting and evaluating. Four, undergraduates in the college of education should have an extensive field-based experience. Five, students should experience a variety of ethnic and socioeconomic environments. Six, there is a need to review present faculty expectations regarding teaching load and responsibilities. Seven, in-service education must be an inherent component of any field-based program. Eight, the college of education must organize more effectively to meet in-service needs in areas such as instruction, curriculum, and program evaluation and research. The author concludes by asking if the effort of such programs are worthwhile and practical. An 8-item bibliography is included. (PD)

ED 093 861 95 SP 008 230

Products of the National Center [for the Development of Training Materials in Teacher Education].

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Mar 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Instructional Materials, Instructional Media, Merchandise Information, Questioning Techniques, Student Teacher Relationship, *Teacher Education, *Teaching Skills

This document lists and describes materials developed by the National Center for the Development of Training Materials in Teacher Education and designed to be used in the acquisition of teaching skills. Nine products from the center are listed. The following characteristics are

cited for each entry: primary developers, product description, materials provided, equipment required, stage of development, usage, time requirement, and person to contact for further information. The names of the products described are: (a) Teaching for Mastery I; (b) Teaching for Mastery II; (c) Question Asking; (d) Sequencing Instruction; (e) Developing Skills for Teaching Oral Vocabulary; (f) Analysis and Skills in Teacher-Pupil Interaction; (g) Concepts, Patterns and Skills in Teacher-Pupil Interaction; and (h) Making Drawings That Teach. (JA)

ED 093 862 95 SP 008 231

Working Together: The Final Report and Recommendations of the Basic Studies National Field Task Force on the Improvement and Reform of American Education.

Office of Education (DHEW), Washington, D.C. Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-12004-FR
Pub Date May 74

Note—41p.; For related documents, see SP 008 232-234

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Basic Skills, *Curriculum Development, *Educational Change, Educational Development, *Educational Improvement, Educational Quality

Identifiers—*Basic Studies National Field Task Force

This report of the Basic Studies National Field Task Force is one of six reports by as many task forces on the improvement and reform of American education. The report begins with an introduction and alternative definitions of "basic studies." In section 3, the history of basic studies in American culture and education is traced as a prelude to a discussion of basic studies and educational reform in section 4. In section 5, of implementing change and educational reform are discussed; examples of successful reform projects are noted and briefly described in section 6. The seventh section of the report discusses basic studies in relation to teacher education. The eighth section stresses the need for continuing review of basic studies and their role in education. The recommendations of the task force include (a) the development of a national system of regional basic studies councils which will constitute the design and evaluation elements for specified Office of Education (OE) programs, (b) the provision of funds by OE or the National Institute of Education to permit those involved in basic studies to engage more regularly in the assessment and strengthening of the contributions of their fields to the process of education, and (c) implementation of joint agency planning to draw upon the basic studies in the design and evaluation of programs. (HMD)

ED 093 863 95 SP 008 232

Inside-Out: The Final Report and Recommendations of the Teachers National Field Task Force on the Improvement and Reform of American Education.

Office of Education (DHEW), Washington, D.C. Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-12002-FR
Pub Date May 74

Note—58p.; For related documents, see SP 008 231, 233, and 234

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Change, Educational Improvement, Inservice Teacher Education, Preservice Education, *Teacher Attitudes, Teacher Centers, *Teacher Education, *Teacher Responsibility, *Teacher Role

Identifiers—*Teachers National Field Task Force

This report is one of six to be released by as many task forces on the improvement and reform of American education. After a brief introduction, the teaching task is defined and the major components of teaching are listed: (a) the determination of the individual student's program, (b)

the design of experiences that help the student implement the program, and (c) the assessment of how well the experience meets the student's need. The next two sections are devoted to the topic of developing and maintaining professional competence. The report recommends that teacher centers be the focus of professional education above the preservice level. The next section of the report is devoted to a brief discussion of teachers' concerns which include (a) inner-city schools, (b) racism, (c) bilingual-bicultural education, (d) accountability, (e) class size, (f) teacher surplus, (g) early childhood education, (h) standardized tests, (i) the "four-day" teaching week, (j) performance-based teacher education, (k) the total community as a learning center, (l) performance contracting, (m) vouchers, (n) governance of the teaching profession, and (o) collective bargaining. (HMD)

ED 093 864 95 SP 008 233

Better Schools through Better Partnerships: The Final Report and Recommendations of the Council of Chief State School Officers' National Field Task Force on the Improvement and Reform of American Education.

Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-12003-FR
Pub Date May 74

Note—73p.; For related documents, see SP 008 231, 232, and 234

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (No price quoted)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Educational Change, Educational Development, Educational Finance, Educational Improvement, Federal State Relationship, Females, Program Development, State Agencies, *State Departments of Education, *State Federal Aid

Identifiers—*Council of Chief State School Officers Task Force

This report is one of six to be released by as many task forces on educational improvement and reform. The eight sections of this report include: (a) an introduction, which discusses the work of the task force; (b) an overview of the development and current operation of state education agencies (SEAs); (c) a view of the SEA as an effective change agent; (d) a discussion of accountability as a basis of reform; (e) a discussion of the utilization of competency-based teacher education/certification as a means of educational reform; (f) an overview of the status of women in education with regard to employment in the field and curriculum content; (g) a list of selected areas of program development; and (h) a program of fiscal reform in education. The areas designated for program improvement are career education, adult and continuing education, bilingual-bicultural education, early childhood education, Indian education, and educational television. The task force's fiscal concerns center around the issues of (a) continuity of support for program development; (b) adequate levels of federal funding; (c) flexibility in the use of federal funds; (d) timeliness of federal appropriations; (e) administrative impoundment of appropriated funds; and (f) the responsibility of individual states to support education and equalize educational opportunity. The report includes a 49-item bibliography. (HMD)

ED 093 865 95 SP 008 234

A Real Alternative: The Final Report and Recommendations of the Community National Field Task Force on the Improvement and Reform of American Education.

Office of Education (DHEW), Washington, D.C. Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-12007-FR
Pub Date May 74

Note—93p.; For related documents, see SP 008 231-233

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (No price quoted)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Citizen Participation, *Community Involvement, *Educational Change, Educational Planning, Educational Policy, *Information Dissemination, Information Networks, Information Utilization, Institutes (Training Programs)

Identifiers—COI, Community Information Offices, *Community National Field Task Force, Educational Resources Information Center, ERIC

This report is one of six to be released by as many task forces on educational improvement and reform. The main body of this report consists of five sections: (a) an introduction, which briefly describes the work of the task force; (b) a description of the alternative of community participation in education; (c) recommendations; (d) access to information; and (e) training recommendations. The task force takes the position that as long as education is left to the professional educators who maintain the status quo, there will be no real change and that "reform" will leave those who are outside the mainstream of American education and life as victimized as ever. To involve the community, the task force recommends a change in the system of information dissemination and the training of local community members in analysis of both information and the needs of the community. The new information dissemination to the community would be through ERIC and through Community Information Offices (COIs), each of which would serve as a check on the effectiveness of the other and, in combination, would assure that information reached the local level in a timely fashion. The report includes examples of 12 modules to be used in training active community members in information flow, analysis, and usage. The report has nine appendices. (HMD)

ED 093 866 95 SP 008 235

**Scriven, Michael
Evaluating Program Effectiveness or, If the Program is Competency-Based, How Come the Evaluation Is Costing So Much?**

Pub Date Mar 74
Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cost Effectiveness, *Educational Programs, *Evaluation Criteria, *Evaluation Methods, Evaluation Techniques, *Performance Based Teacher Education, *Program Evaluation

The concern with competency-based education is not whether it is any different from the more traditional approaches but whether it is worth the considerable effort it involves. There are several aspects of a competency-based program to be considered in its evaluation. The first is whether or not there is a justifiable need for the specified competency. Secondly, the market, if any, must be identified. The testing of the program or specific competency must be considered to assure that the test population is comparable to the population for which the program is to be used. The program should be compared for effectiveness to the alternatives on the educational market. It must be tested over an extended period of time to determine its long-range impact. An evaluator of competency-based programs must also determine if there are any undesirable side effects of the program and whether the process itself has any damaging attributes. It is also necessary to determine whether the positive results of a field test are actually due to the program or to some outside factor. After evaluation of all the aspects of the program and its development, the program as a whole must be considered in light of its cost to see if it is a cost effective improvement for the schools. (HMD)

ED 093 867 95 SP 008 236

**Brent, George
The Use of Behavior Change in Pupils as a Criterion for Evaluating Teaching Effectiveness.**

Pub Date [72]
Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Behavior Change, *Effective Teaching, *Evaluation Techniques, *Measurement, Preservice Education, Special Education, *Student Behavior, Student Teachers, Teacher Programs

A study was conducted to demonstrate that direct measurement of behavior change in pupils can be used to evaluate teaching effectiveness.

The measurement techniques used in the evaluation process were derived from operant conditioning. Effectiveness was judged in terms of the attainment by the pupils of teacher-specified objectives. The availability of a pupil behavior change measure for evaluating teaching effectiveness was illustrated in the context of an adjunct teacher training program. First, the teaching effectiveness of the instructors in the seminar portion of the adjunct program was assessed by measuring behavior change in the student teachers enrolled. Several of the student teachers were then evaluated in a similar manner during their student teaching experiences by measuring behavior change in their deaf pupils. The data concerning changes in student teaching behavior during the instructional phase of the adjunct teaching program clearly demonstrate the ineffectiveness of the teaching procedures. Although the teaching procedures used were not effective, the use of the behavior change measure was well illustrated. (Included in the document is a detailed description, along with related graphs, of the data from a single student.) (JA)

ED 093 868

SP 008 237

Brent, George

Competency-Based Teacher Education: A Practical Analysis.

Pub Date [72]

Note—19p.; For related documents, see ED 090

178-188, 190, 191, and 202

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College School Cooperation, Evaluation Techniques, *Performance Based Teacher Education, *Performance Criteria, Teacher Programs

This paper is a description and discussion of aspects of the development of a competency-based teacher education (CBTE) program as a joint project of Glassboro State College and the Camden Public Schools. A list of general competencies as established at Glassboro is included in the first section of this paper. Other aspects of the CBTE program covered in this description are the assessment of competencies (copies of the competency recording form and worksheet are included, and an explanation of modular instruction (an example is enclosed). A final section presents a discussion of the program. This section notes that side effects that grew from the program included instructors functioning as a team, course content revision, and close college-school cooperation. A sample module from the program is appended. (JA)

ED 093 869

SP 008 238

Clark, Earl D.

Teacher Acts: Part One—The Syntactical Context.

Pub Date [70]

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Concept Formation, Diagrams, Instructional, Instructional Design, *Learning, *Methods, *Models, *Teaching

This paper, using the concept of method as a unit of analysis, constructs an analog model for analysis of small units or entire programs in the classroom instruction situation (CIS). The author formulates a series of conceptualizations, translated into diagrams, of the CIS based on viewing teaching and learning as (a) cases of intellect activity or of method, and (b) components of a third system, instruction. The final diagram represents attributes of a concept of teaching which has two sectors: the overt sector or the teaching acts, and the covert sector or the evaluation of the teaching acts, which represents the state of mind teachers should possess before engaging in instruction. Summarizing, the author states that teachers can gain much intellectual satisfaction from using a syntactical model of classroom situations to develop understanding of the concept of theory. Elaboration of the model leads to clarifying pedagogical concepts and to solving basic problems in the professional growth of teacher education. A glossary of terms and a 34-item bibliography are included. (PD)

ED 093 870

SP 008 239

Klugman, Edgar

Can the Teacher Education Institution Respond Through the Teacher Education Center to the Changing Needs and Expectations in the Field?

Pub Date Jun 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*College School Cooperation, Inservice Teacher Education, Interinstitutional Cooperation, Preservice Education, *Student Teaching, *Teacher Centers, *Teacher Education

Identifiers—*Wheelock College

In the fall of 1971, Wheelock College initiated five teacher education centers in cooperation with local schools in the Boston area. Through this cooperative effort, school staff were permitted to use Wheelock's library and resource center and to attend seminars and mini-workshops. The cooperating teacher received recognition not only as an educator of young children, but also as an educator of teachers. The Wheelock College Teacher Education program was strengthened by offering students opportunities to become more integrally involved in the school, its services, and its community, thereby developing a more realistic understanding of the teacher's role. The Teacher Education Centers provide opportunities for personal and professional renewal for both students and teachers through: (a) opportunities for joint appointees of the college and the school to take sabbatical leave for study at the college, (b) participation by selected seniors in a productive work-study program, and (c) increased opportunity for support to teachers by the school and the college. Teacher Education Center students agreed that participation in the center helped them to become more attuned to children both in and out of school; that the college teacher was more accessible to them in the center; and that total immersion in the real work-world of the teacher was a beneficial learning experience. (HMD)

ED 093 871

SP 008 240

Research and Reform in Teacher Education.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Dec 73

Note—64p.; Prepared for the Educational Research Symposium (Bristol, England, April 1973)

Journal Cit—Information Bulletin; v3 p31-94 Dec 1973

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Beginning Teachers, *Educational Change, *Educational Research, Learning Theories, *Research Utilization, *Teacher Education

Six lectures are presented in this report of the Symposium on Research and Reform in Teacher Education. The lectures are entitled (a) "Teacher Education—Research and Change"; (b) "Theories of Learning and Teacher Education"; (c) "Is Teacher Training Really Any Use?"; (d) "From Studying Education to Teaching a Class: Problems of Transition"; (e) "The Technology of Teacher Education"; and (f) "Retrospects and Prospects in Teacher Training Education." Comments on the first lecture and a concluding speech are also presented. In the concluding speech, it is noted that the papers illustrate that (a) the range and scope of research-based knowledge is limited; (b) a model of research is needed that goes beyond the controlled experiment and factual survey; (c) knowledge of the educational system is basically role related; and (d) a good deal of research work should be planned and carried out in close collaboration with those whose life and work it affects. (HMD)

ED 093 872

SP 008 241

Roberts, Jean Baird, James T., Jr.

Parent Ratings of Behavioral Patterns of Children, United States. Vital and Health Statistics, Series 11, Number 108.

National Center for Health Statistics (DHEW), Rockville, Md.

Pub Date Nov 71

Note—61p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Behavior Patterns, Behavior Problems, Child Development, *Children, *Parent Attitudes, *Surveys

This report presents estimates of the distributions of selected behavioral patterns of children 6-11 years of age in the noninstitutional population of the United States by age and sex. Findings

are based on parents' ratings on a self-administered and a trained interviewer-administered medical history of children, which were examined in the Health Examination Survey of 1963-65. A probability sample of 7,417 children was selected. Ninety-six percent of the sample examined were found to be closely representative with respect to age, sex, race, region, and other available demographic and socioeconomic variables. Included are data on key aspects of early development concerning general behavior, sleep and eating behavior, peer relations, behavior problems, the extent of responsibility in the home, the extent of participation in organized activities, and general use of time. Whenever possible, comparison was made with findings from previous studies. (A 23-item bibliography and 3 tables are included.) (PD)

ED 093 873

SP 008 242

McInerney, Marjorie

Advanced Fencing; Physical Education: 5551.54.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Athletics, *Curriculum Guides, *Physical Education, *Sportsmanship, *Teachers

Identifiers—Fencing, *Quinmester Program

GRADES OR AGES: Grades 8-12. SUBJECT

MATTER: Strategy, tactics, principles, and fundamentals of advanced fencing skills. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into seven areas, which are Course Guidelines, Course

Description and Broad Goal, Course of Study Behavioral Objectives, Course Content, Learning Activities and Teaching Procedures, Evaluation Plans, and Bibliography. The guide is mimeographed and stapled with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives include observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises, games, and skills and practice techniques are described. INSTRUCTIONAL MATERIALS: Books and films are recommended for teachers and students. STUDENT ASSESSMENT: Procedures for a written test and a skills test are described. (PD)

ED 093 874

SP 008 243

Lowe, Billy J.

Outdoor Life—Horseback Riding; Physical Education: 5551.67.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—38p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Athletics, *Curriculum Guides, *Horses, *Physical Education, Sportsmanship, *Teachers

Identifiers—Horseback Riding, *Quinmester Program

GRADES OR AGES: Grades 7-12. SUBJECT

MATTER: Principles and basic fundamentals of horseback riding. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into five areas, which are Course

Guidelines, Course Description and Broad Goal, Course of Study Behavioral Objectives, Course Content, and Learning Activities and Teaching Procedures. The guide is mimeographed and stapled with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives include observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises and riding variations are described. INSTRUCTIONAL MATERIALS: Books and films are recommended for teachers. STUDENT ASSESSMENT: Suggested skill tests, appraisal forms, and written and/or oral test items are included. (PD)

ED 093 875

SP 008 245

Oxendine, Joseph

Status of General Instruction Programs of Physical Education in Four-Year Colleges and Universities: 1971-72.

Spons Agency—American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—12p.

Available from—AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*College Curriculum, Colleges, Educational Assessment, *National Surveys, *Physical Education, Physical Recreation Programs, Surveys, Universities

This study was designed to determine the current status of general instructional programs of physical education in four-year colleges and universities. Of the 1,143 questionnaires which were distributed, 69 percent were returned. A tabulation of responses to the questionnaire shows the following results: (a) 95 percent of responding institutions offer physical education programs for the general student, while 74 percent require physical education and 8 percent require physical education in some schools and departments; (b) in institutions where the physical education requirement has been eliminated, approximately 25 percent of the students elect to take physical education; (c) greater flexibility in physical education programs allows options for students and faculty with regard to independent study, competency exams, the grading system, and general class routine; (d) there is an increasing tendency for these programs to be given for academic credit; (e) recreational activities continue to grow in prevalence while team sports show a decrease; (f) the majority of physical education courses are now coeducational; and (g) some institutions express satisfaction with the elimination of the required physical education citing improved programs and attitudes on the part of students who elect physical education. Responses are presented in two tables: one groups the institutions by size and compares results with those of similar studies, and the second groups institutions according to their affiliation and to whether or not the student body is male, female, or both. (Author/HMD)

ED 093 876 SP 008 246

Lowe, Billy J.
Advanced Field Hockey; Physical Education: 5551.22.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—23p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Athletic Activities, *Athletics, *Curriculum Guides, Intermediate Grades, *Physical Education, Secondary Grades, *Womens Athletics

Identifiers—Field Hockey, *Quinmester Program
GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Advanced field hockey. ORGANIZATION AND PHYSICAL APPEARANCE: Course guidelines, description, and a broad goal statement are presented and behavioral objectives listed. Course content and learning activities to meet the skill objectives are also presented. A 14-item bibliography is included. OBJECTIVES AND ACTIVITIES: The course is designed to teach advanced skills and strategies for successful participation in a team sport at a high level of competition. Objectives are listed in the following categories: basic skills, observation skills, course content knowledge, and social and personal attitudes. One section of the guide is devoted to learning activities to achieve these objectives. INSTRUCTIONAL MATERIALS: None given. STUDENT ASSESSMENT: Evaluation measures are included. (HMD)

ED 093 877 SP 008 247

Gutting, Dick
Intermediate Swimming, Physical Education: 5551.47.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—44p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Athletic Activities, Athletics, *Curriculum Guides, Intermediate Grades, *Physical Education, *Secondary Grades, *Swimming
Identifiers—*Quinmester Program

The first five sections of the guide include course guidelines, course description and broad goal statement, behavioral and skill objectives, course content, learning activities, and teaching

procedures. The guide also includes evaluation checklists and a bibliography. The objective of the course is to increase the endurance of the student, improve his ability to care for himself while in the water, introduce him to additional coordinated movements, and motivate him to continue his water safety training. Skill and safety objectives and measures are listed. Evaluation checklist forms are included. (HMD)

ED 093 878 SP 008 248

Gutting, Dick

Advanced Swimming, Phase One—Swimmer; Physical Education: 5551.48.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—16p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Athletic Activities, Athletics, *Curriculum Guides, Intermediate Grades, *Physical Education, Secondary Grades, *Swimming
Identifiers—*Quinmester Program

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Advanced swimming. ORGANIZATION AND PHYSICAL APPEARANCE: The first five sections of the guide list course guidelines, course description, broad goal statement, behavioral objectives, course content, learning activities, and teaching procedures. The guide also contains evaluation forms and a five-item bibliography. OBJECTIVES AND ACTIVITIES: The broad goal of the course is to increase the students' endurance and versatility in the water by providing opportunities to coordinate the parts of a stroke into a whole stroke. Eleven behavioral objectives and skill objectives are listed. Activities for meeting these objectives are discussed. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: Evaluation checklists are included. (HMD)

ED 093 879 SP 008 249

Gutting, Dick

Advanced Swimming, Phase II—Advanced Swimmer; Physical Education: 5551.48.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—16p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Athletic Activities, Athletics, *Curriculum Guides, Intermediate Grades, *Physical Education, Secondary Grades, *Swimming
Identifiers—*Quinmester Program

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Advanced swimming. ORGANIZATION AND PHYSICAL APPEARANCE: The first two sections of the guides are devoted to course guidelines, description, and broad goal statement. The next two sections list behavioral and skill objectives and course content. The fifth section presents learning activities and teaching procedures. There is also a five-item bibliography. OBJECTIVES AND ACTIVITIES: The objective of the course is to provide the student with additional knowledge of swimming strokes and miscellaneous water skills which will make him an advanced swimmer. Basic skills, observed skills, and safety objectives are listed, as are learning activities. INSTRUCTIONAL MATERIALS: STUDENT ASSESSMENT: Evaluation checklists are included. (HMD)

ED 093 880 SP 008 250

Futch, Frances S.

Beginning Gatorball; Physical Education: 5551.24.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—52p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Athletics, *Curriculum Guides, *Physical Education, *Sportsmanship, *Teachers

Identifiers—Gatorball, *Quinmester Program

GRADES OR AGES: Grades 8-12. SUBJECT MATTER: Rules, skills, and tactics of gatorball. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into eight areas, which are Course Guidelines, Course Description and Broad Goal, Course of Study Behavioral Objectives, Course Content, Learning

Activities and Teaching Procedures, Evaluation Plans, and Bibliography. The guide is mimeographed and stapled with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives include observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises, lead-up games and variations, drills, and skills practice techniques are described. INSTRUCTIONAL MATERIALS: Books and guides are recommended for teachers and students. STUDENT ASSESSMENT: Items for a skills test are recommended. (PD)

ED 093 881 SP 008 251

Banek, James

Kickball; Physical Education: 5551.33.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Athletics, *Curriculum Guides, *Physical Education, *Sportsmanship, *Teachers

Identifiers—Kickball, *Quinmester Program

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Principles and basic fundamentals of kickball. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into eight areas, which are Course Guidelines, Course Description and Broad Goal, Course of Study Behavioral Objectives, Course Content, Learning Activities and Teaching Procedures, Evaluation Plans, and Bibliography. The guide is mimeographed and stapled with paper cover. OBJECTIVES AND ACTIVITIES: Objectives include observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises, drills, and skills practice techniques are described. INSTRUCTIONAL MATERIALS: None. STUDENT ASSESSMENT: Evaluation is limited to observation and teacher judgement. (PD)

ED 093 882 SP 008 252

Anacker, Kathy Mikell, Lenora

Roller Skating; Physical Education: 9.8414.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—39p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Athletics, *Curriculum Guides, *Physical Education, *Sportsmanship, *Teachers

Identifiers—*Quinmester Program, Roller Skating

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Methods and procedures of roller skating. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into six areas, which are Course Guidelines, Course Description and Accreditation Standard Broad Goal, Course of Study Behavioral Objectives, Course Content, Learning Activities and Teaching Procedures, and Evaluation Plans. The guide is mimeographed and stapled with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives include knowledge of observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises, skating, lead-up games and variations, and drills and skills practice techniques are described. INSTRUCTIONAL MATERIALS: Books are recommended for teachers and students. STUDENT ASSESSMENT: Items for a skills test are suggested, and a work sheet for students to complete in 9 weeks is described. (PD)

ED 093 883 95 SP 008 253

Edwards, Keith J. DeVries, David L.

The Effects of Teams-Games-Tournament and Two Instructional Variations on Classroom Process, Student Attitudes, and Student Achievement. Report Number 172.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Apr 74

Contract—NE-C-00-3-0114

Note—33p.; For related documents, see SP 008 254 and 255

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, *Grade 7, *Mathematics, *Social Studies, *Student Attitudes

Identifiers—*Teams Games Tournament, TGT
This study assessed the effects of Teams-Games-Tournament (TGT) and two variations on student attitudes, achievement, and classroom processes in mathematics and social studies classes. The two variations involved weighted scoring in the game component and the deletion of team competition. The experiment involved 128 seventh-grade students for a 12-week period. Neither TGT nor its variants had any significant impact on the social studies classes when compared to a traditionally structured control class. TGT and its variants had significant impact on the mathematics classes affecting a variety of dependent variables. (A 25-item bibliography and 8 tables are included.) (Author)

ED 093 884 95 SP 008 254

DeVries, David L. And Others

Teams-Games-Tournament in the Social Studies Classroom: Effects on Academic Achievement, Student Attitudes, Cognitive Beliefs, and Classroom Climate. Report Number 173.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NE-C-00-3-0114

Note—57p.; For related documents, see SP 008 253 and 255

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Academic Achievement, Cognitive Development, *High Schools, *Student Attitudes, *Teaching Techniques

Identifiers—*Teams Games Tournament, TGT

This study experimentally assessed the effectiveness of two variations of an instructional technique, Teams-Games-Tournament (TGT), in high school American history classes. A 3 x 2 (treatment by teacher) design was employed using intact classes over a 12-week period. TGT proved to have significant positive effects on academic achievement, student attitudes, and cognitive beliefs. Systematic TGT effects were also observed for dimensions of classroom cognitive climate, as measured by the Class Activities Questionnaire. Few differential effects were noted across the two TGT variations. The results, combined with those from prior research with TGT, suggest that the technique has widespread effects on students' learning activities and attitudes and represents an important instructional variation for secondary school classrooms. (A 37-item bibliography, 12 diagrams, 8 tables, and 5 appendices are included.) (Author)

ED 093 885 95 SP 008 255

DeVries, David L. And Others

Team Competition Effects on Classroom Group Process. Report Number 174.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Contract—NE-C-00-3-0114

Note—48p.; For related documents, see SP 008 253 and 254

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Activities, *Class Activities, Group Behavior, *High Schools, *Interpersonal Relationship, *Peer Relationship, *Teamwork

This study examined the effects of a unique form of team competition involving competition among individuals and teams on a variety of classroom group processes. A 3 x 2 (treatment x teacher) design was employed using intact high school social studies classes over a 12-week period. When compared to individual competitions, the team competition resulted in widespread positive effects on variables such as student peer-tutoring, normative climate, students' friendship circles, and mutual concern experienced among the students. Varying the mechanism for calculating team scores created little change in the effects on classroom group processes. This study suggests that team competition placing students in face-to-face competition at the individual and team levels results in positive effects on many classroom processes. (A 37-item bibliography, 8 diagrams, 7 tables, and 2 appendices are included.) (Author)

ED 093 886 SP 008 256

Byers, Bruce B. And Others

Task Analysis for Curriculum Design and Validation. Allied Health Professions Project.

Educational Projects, Inc., Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; Sarah Mellon Scaife Foundation, Pittsburgh, Pa.

Report No.—AP-14-1021

Pub Date Nov 72

Note—92p.; For related documents, see SP 008 257 and 259-261

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Curriculum Development, Emergency Squad Personnel, Health Occupations, *Health Occupations Education, Hospital Personnel, Inhalation Therapists, Job Analysis, *Task Analysis, *Task Performance

This report contains an outline of the method and the rationale for a project whose purpose is to develop training programs which are relevant to the specific requirements of technical occupations in nine allied health professions. The nine professions are in (a) nursing, (b) inhalation therapy, (c) radiology (technician level), (d) clinical laboratories, (e) medical records, (f) food service, (g) hospital business office, (h) ward management, and (i) emergency medicine (technician level). Task analysis is being used to validate existing curricula and to determine new curricula for the training programs. The study will be accomplished in 10 steps: (a) task inventories developed in an initial survey are being revised; (b) a revised survey instrument has been designed to gather the necessary data; (c) a statewide sample of institutions will be identified and their cooperation secured; (d) the institutions will then be surveyed; (e) observations will be made on a small number of trainees to ensure the reliability of the inventory checklist; (f) a retest will be given to a small number of respondents to determine the reliability of the instrument over time; (g) the results of the survey will be analyzed to determine the relationships among level of training, location of institution, and type of certification; (h) experts will be gathered to develop the skills and knowledge required to perform the tasks; and (i) common curricula will be selected for validation from the curricula of Pennsylvania institutions that offer training in the occupational areas. (HMD)

ED 093 887 SP 008 257

Byers, Bruce B. And Others

The Development of Job-Related Curricula Using Task Analysis. Allied Health Professions Project.

Educational Projects, Inc., Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; Sarah Mellon Scaife Foundation, Pittsburgh, Pa.

Report No.—AP-14-1021

Pub Date Oct 73

Note—41p.; For related documents, see SP 008 256 and 259-261

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Development, Health Occupations, *Health Occupations Education, *Job Analysis, Job Skills, Occupational Information, Skill Analysis, *Task Analysis, Task Performance

Curricula that are related to the specific task requirements of an occupation can be developed using task analysis. The development of task-related curricula should follow these steps: (1) complete a pretask analysis to develop a brief description of the job and to gather data related to the amount of supervision required, the number of coworkers involved, and the perceived difficulty of the task; (b) complete the task description; (c) analyze the task description; (d) determine curricula and curricular units; and (e) develop instructional units. The definition of the task should make provisions for listing the equipment, materials, and tools to be used and the external conditions affecting performance of the entire task. Definitions should also list the stages of performance of the task and the various elements within each stage—an element being the basic skill level above that of fine motor skills. This task description is then analyzed for the requisite

skills and knowledge, after which tasks can be organized for presentation to the student. To avoid repetition of skills and knowledge, similar tasks should be grouped, and the elements of tasks should be categorized according to their stages (preparation, execution, evaluation, and termination) to determine similarities of elements across tasks. In this manner, similar skills can be taught once. (HMD)

ED 093 888 SP 008 259

Byers, Bruce B. And Others

Task Analysis: A Review of the State of the Art. Allied Health Professions Project.

Educational Projects, Inc., Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; Sarah Mellon Scaife Foundation, Pittsburgh, Pa.

Report No.—AP-14-1021

Pub Date Jun 73

Note—122p.; For related documents, see SP 008 256, 257, 260, and 261

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Curriculum, *Health Occupations, Health Personnel, *Job Analysis, Job Training, Literature Reviews, *Methodology, *Task Analysis

This report presents a consideration of the state-of-the-art of task analysis or job analysis. The report was developed in connection with the Allied Health Professions Project whose purpose was to provide the data necessary for the development of job-related curricula in training individuals for service in selected allied health occupations. Task analysis or job analysis, as defined in this report, looks at duties, tasks, and elements which make up a specific occupational title; the tasks can then be analyzed to determine the skills and knowledge necessary for performance at a required level of competency, and these skills can then be used to design the required curriculum. This report reviews task analysis methodologies, discusses the need for a usable and practical definition of a unit of work, and then summarizes activities undertaken by the Allied Health Professions Project. Appendixes include a definition of a work unit and further information about the Allied Health Professions Project. (JA)

ED 093 889 SP 008 260

Byers, Bruce B. And Others

Task Analysis of Emergency Prehospital Care. Allied Health Professions Project.

Educational Projects, Inc., Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; Sarah Mellon Scaife Foundation, Pittsburgh, Pa.

Report No.—AP-14-1021

Pub Date Dec 73

Note—364p.; For related documents, see SP 008 256, 257, 259, and 261

EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE

Descriptors—Curriculum Development, *Emergency Squad Personnel, Health Occupations, Medical Services, *Professional Training, Surveys

A selected sample of ambulance service units in the commonwealth of Pennsylvania was surveyed during May and June 1973. The purpose of the survey was to determine the performance of work activities by various levels of workers within each of the ambulance services. The results of the survey are analyzed and reported. The data obtained are used for the purpose of developing job-related curricula for the training of Emergency Medical Technicians (EMT). A brief discussion of the method for translating task analysis data to information usable for the development of curricula and course content as well as a training module are presented. (Author)

ED 093 890 SP 008 261

Byers, Bruce B. Nowak, Frank E.

Task Performance for Selected Allied Health Occupations. Allied Health Professions Project.

Educational Projects, Inc., Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; Sarah Mellon Scaife Foundation, Pittsburgh, Pa.

176 Document Resumes

Report No.—AP-14-1021

Pub Date Apr 72

Note—239p.; For related documents, see SP 008 256, 257, 259, and 260; Page 2 of the Table of Contents is missing

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Curriculum, Curriculum Development, *Health Occupations, *Health Personnel, Job Skills, Nursing, Radiology, Surveys, *Task Analysis

This document is an interim report of EPI's (Educational Projects Incorporated) Allied Health Project. The goal of the project is defined as assisting in the development of a comprehensive and viable system for the education and training of competent technicians in the allied health field. The approach used in this study is one of task definition, which addresses the development of curriculum from the standpoint of what an individual is expected to perform when employed in a specific occupation. The initial functional analysis used task inventories for the designated selected occupational areas as developed by the University of California at Los Angeles. Respondents were selected for this EPI study and surveys distributed. The major portion of this document is divided into three sections, each for a particular occupation, in which the study results are presented. The three occupations are nursing, respiratory care, and radiology. Tables with results from the survey, giving information on various tasks polled, are interspersed throughout the text. (JA)

ED 093 891 SP 008 262

Green, Arthur S.

Physical Education Activities Book for the Primary Grades.

Pub Date Nov 71

Note—96p.

Available from—T. S. Denison and Co., Inc., Minneapolis, Minnesota 55437 (\$3.00)

Document Not Available from EDRS.

Descriptors—Athletic Activities, Athletics, Calisthenics, Dance, *Games, Physical Activities, *Physical Education, Primary Education, *Primary Grades, Teaching Methods

The guide is divided into 10 chapters, the first on general program organization, the rest on specific activities. The nine activities are as follows: posture; calisthenics; active recreational games; stunts, tumbling, and apparatus skills; track and field events; team sports; fundamental and creative or interpretive rhythms; dramatized rhythms; and folk dancing and singing games. The guide is illustrated by drawings and diagrams. General objectives are listed in chapter 1. Specific objectives are listed in outline form for each sports activity as well as general teaching procedures and, when applicable, games skills and safety techniques. There is not list of instructional materials required nor a means to assess student progress. (JA)

ED 093 892 SP 008 263

Rosenzweig, Barak

Issues and Research Suggestions in Classroom Observation.

Pub Date Nov 73

Note—10p.; Paper prepared for the Conference on Observational Techniques, Early Learning Task Force, National Institute of Education (Washington, D.C., November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Classroom Observation Techniques, *Classroom Research, Classrooms, Codification, Educational Research, Indexing, Measurement, Performance Criteria, Teacher Evaluation

This paper examines current forms and instruments of classroom observation and suggests directions for future research studies. The following topics are covered: the need for good criterion measures, the use of observational instruments in outcome measures, the development of procedures to code the content that is covered in a classroom, the dangers of excessive complexity, the use of observation for teacher competency assessment, naturalistic observation, the coding of questions and cognitive interactions, a typology of questions and cognitive interactions, the indexing of implementation, and a proposal for a data bank for secondary analyses. (JA)

ED 093 893 95 SP 008 264

Johnson, Thomas J.

Review and Index to Research in Dance Relevant to Aesthetic Education, 1900-1968.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—02-1-0037

Pub Date Nov 70

Note—148p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Abstracts, Aesthetic Education, *Dance, *Educational Research, Indexes (Locators), *Literature Reviews, Research

This study is a review of the social and behavioral science research covering the period 1900-1968 relevant to aesthetic education in the field of dance. The objectives of this study were to provide an overview of the state of the art, a summary of research findings, and an index to research studies. For purposes of this review, the articles researched were those dealing with dance in the educational levels of preschool through college. The study contains a description of the procedure used in the formulation of the summary and indexes, a rationale for the summary of research in dance, a summary of dance using a three-dimensional matrix, and an overview of the status of research in the field of dance. The appendices include a list of contributing journals, author index, and KWIC index (listing according to significant words in the title). The KWIC index is cross referenced to the record index, which lists the documents according to identification number and which includes resumes if the document is relevant to the study as a whole. (JA)

ED 093 894 SP 008 265

Lavoie, Yolande

Les Enseignants du Quebec, 1965-66 a 1971-72. [The Teachers of Quebec]. Documents Demographie Scolaire, 9-18.

Quebec Dept. of Education, Quebec.

Pub Date Apr 74

Note—165p.; In French

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—*Individual Characteristics, Surveys, *Teacher Background, *Teacher Characteristics, *Teacher Education, Teachers

Identifiers—*Quebec

This document presents descriptive information and statistics on teachers in Quebec from 1965-66 to 1971-72. The overall intent of this study is described as a complete presentation of information on teachers and a review of their individual characteristics with particular attention paid to the level of teaching, experience, and training. Supportive tables and charts are included throughout the text. There are five chapters. The document begins with an introduction and descriptions of sources, procedure for the study, population studied, and variables. Chapter 2 provides a breakdown of information on the teachers studied according to sector, function, level of teaching, age, and sex. Chapter 3 is concerned with general characteristics of the teachers: citizenship, religion, maternal language, matrimonial status, and regional distribution. Chapter 4 considers teaching experience according to the following characteristics: teacher function, sex, level of teaching, and religion. Chapter 5 presents information on the education of teachers. A conclusion comments on these statistics. (JA)

ED 093 895 88 SP 008 266

Missouri Environmental Studies Approach (MESA) Interim Evaluation Report. July 1, 1972-June 30, 1973.

Kirkville R-3 School District, Mo.; Northeast Missouri State Univ., Kirkville.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.

Bureau No.—35-72-06-0

Pub Date Jun 73

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Educational Improvement, Evaluation, *Instructional Improvement, *Instructional Materials, *Instructional Programs, *Pro-

gram Evaluation, Self Concept, Teacher Improvement

Identifiers—Elementary Secondary Education Act Title III, *Environmental Studies Approach, ESEA Title III, MESA, Missouri Environmental Studies Approach

This interim evaluation of the Missouri Environmental Studies Approach (MESA) for the period July 1972-June 1973 measured attainment of three objectives, which state that (a) participating teachers will use Environmental Studies (ES) materials in their teaching as a result of two intensive workshops during the summer of 1972; (b) the teacher's role will change so that students will take more responsibility for learning, and the teacher will tend to use the open classroom approach; and (c) students will learn to use the total environment as resource material. The first objective, which was measured by the number of assignments teachers gave directly from, or modeled on, ES materials, was attained. The second objective was evaluated by an outside consultant who reported that teachers' roles had indeed changed as a result of implementation of the Environmental Studies Approach. The third objective was measured by two tests: the "About Me Test" and the "Positive-Negative Adjective List." The results of both of these tests showed that children's self-concept and self-esteem were improved. A national evaluator of the ES approach commented that MESA project results were more pronounced than the national results which showed that (a) students using ES learned more content pertaining to environment than control students and (b) ES materials fostered more decision making on the part of both students and teachers and helped to improve students' self-image. (HMD)

ED 093 896 SP 008 271

Wilson, Marian L.

Inservice Educational Needs of Teachers.

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Credits, Credits, *Educational Needs, *Individual Needs, Inservice Programs, *Inservice Teacher Education, *Opinions, Professional Continuing Education, Teacher Motivation, *Teachers

This paper begins by reviewing current research on the merits and failings of various forms of inservice teacher education. Much of the research quoted stresses the need to consult teachers on their opinions of their educational needs. A study is described that assessed the current status and future directions for inservice activities as expressed by Massachusetts home economic teachers. The instrument used in the study was a questionnaire. Results and findings of the study are listed. It is concluded that: (a) much is to be gained by "asking the teacher" concerning the future of inservice activities and (b) the results of the Massachusetts study indicate the need for a greater variety of types and lengths of activities, for measures to increase teacher motivation for continuous professional growth, and for more inservice programs offered for graduate credits. (JA)

ED 093 897 SP 008 272

Wickstrom, Ralph L.

Rope Jumping: A Preliminary Developmental Study.

Pub Date 1 Apr 74

Note—7p.; Paper presented at the Annual Convention of the American Association for Health, Physical Education, and Recreation (Anaheim, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Athletic Activities, *Athletics, Child Development, Development, Individual Development, Performance Criteria, *Physical Activities

Identifiers—*Rope Jumping

The basic movement pattern used in skilled individual rope jumping performance was determined and used as a model against which to evaluate the rope jumping form used by children at various levels of skills development. The techniques of adults and nursery school children were filmed and analyzed. The specific causes of unsuccessful attempts were identified tentatively and categorically. Performances which met an arbitrary minimal standard of success (two consecutive, continuous successful jumps) were

analyzed to determine the general sequence of rope jumping movements and the changes in timing of arm-leg coordination as speed increased. From various levels of skill demonstrated by the children, it was possible to sort out changes in leg action, arm and hand movements, and arm-leg coordination that seemed to represent developmental changes in rope jumping form. Despite the variety of style in leg movements and other aspects of form in the initial stages of skill development, the developmental movement patterns in rope jumping changed progressively to a narrowly singular one used in speed jumping. (Author/JA)

TM

ED 093 898 95 TM 003 680

Rubin, Donald. And Others.

A Descriptive and Analytic Study of Compensatory Reading Programs, Phase I Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—PR-73-28

Pub Date Aug 73

Contract—OEC-71-3715

Note—662p.; For related documents, see ED 064

294-300

EDRS Price MF-\$1.05 HC-\$31.80 PLUS

POSTAGE

Descriptors—Comparative Analysis, *Compensatory Education Programs, Data Analysis, Elementary Schools, Public Schools, Questionnaires, *Reading Programs, *Remedial Reading Programs, *Research Design, School Demography, Student Characteristics, *Surveys, Teacher Characteristics, Test Construction

A survey of compensatory and noncompensatory reading programs in grades 2, 4, and 6 of the U. S. public schools was carried out in spring 1972. Phase I, the subject of this report, involved two tasks: (1) describing what was meant by "compensatory reading", and (2) identifying the characteristics of schools in which compensatory reading programs are offered. Data descriptive of schools, teachers, students, and instructional practices were obtained via mail questionnaires. This report describes sampling procedures, questionnaire development, field procedures, reliability and validity checks, index development, a study of nonrespondents, and the results of data analysis. Included in the five appendices are: Appendix A: sample design and nonresponse weight adjustments; Appendix B: copies of the questionnaires used in the study to elicit information from the principals and teachers about the students and reading program characteristics; Appendix C: nonrespondent telephone interview form; Appendix D: item response data for each of the questionnaires used in the study; Appendix E: the methodology for formalizing subjective notions about the effect of nonresponse in sample surveys. (Author/MLP)

ED 093 899 TM 003 710

Psycho-Motor Needs Assessment of Virginia School Children.

Glen Haven Achievement Center, Fort Collins, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Virginia State Dept. of Education, Richmond.

Pub Date May 73

Note—219p.; Pages 200 and 201 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

POSTAGE

Descriptors—Auditory Discrimination, Educable Mentally Handicapped, *Educational Assessment, Educational Diagnosis, *Educational Needs, Elementary School Students, Kindergarten Children, *Psychomotor Skills, Screening Tests, State Programs, State Surveys

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Virginia, Virginia Psycho Motor Screening Instrument

An effort to assess psycho-motor (P-M) needs among Virginia children in K-4 and in special primary classes for the educable mentally retarded is

presented. Included are methods for selecting, combining, and developing evaluation measures, which are verified statistically by analyses of data collected from a stratified sample of approximately 4,500 children. A screening instrument to be utilized by classroom teachers in the identification of suspected deficiencies in P-M functioning was completed for an additional 1,803 children. A wide range of deficiencies in psycho-motor functioning were revealed in all grade levels examined. The pattern of incidence indicates that for a large number of children, continued improvement of P-M skills will not occur without intervention. On the basis of this study three major areas of concern require further attention: (1) teacher education geared toward awareness and development of P-M functioning, (2) expansion of curriculum to include objectives, and (3) further development of test instruments and investigation of the P-M domain. (Author/RC)

ED 093 900 TM 003 715

Smith, Donald M.

Determining Learning Sequences from a Difficulty-Scaling of Test Items.

Pub Date [Apr 74]

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Achievement Tests, Arithmetic, *Complexity Level, *Internal Scaling, *Item Analysis, Measurement Techniques, Statistical Analysis, *Test Construction, Test Reliability

Identifiers—Instructional Sequencing, Monotonic Deterministic Test Model, *Scaled Achievement Tests

The concept of scaled achievement tests is discussed and a method of selecting those items of a test that form the most scalable (i.e., having the highest coefficient of reproducibility) subset is presented. Sometimes called a monotonic-deterministic model, this type of test assumes that the test items may be sequentially ordered. To determine the probability of obtaining a given coefficient of reproducibility, two statistics are required: the expected value of the coefficient; and the standard error of the expected value. The procedures used to eliminate the items that do not fit the model are described by example. Tests were constructed to measure two skills, elementary addition and elementary subtraction, and were administered to pupils in grades 2-6. The resulting data were statistically analyzed and a coefficient of reproducibility was calculated to determine how well the tests had been scaled. The tests were then administered to another sample. The results of the replication were much the same: internal consistency estimates of test reliability were almost identical for both tests. Most significantly, it was demonstrated that both of the hypothesized orderings of tasks were stable across samples. (Author/RC)

ED 093 901 TM 003 716

Pohlmann, John T. McShane, Michael G.

Applying the General Linear Model to Repeated Measures Problems.

Pub Date [Jul 74]

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Hypothesis Testing, Matrices, *Models, Post Testing, Predictor Variables, Pretesting, *Research Design, Statistical Analysis, *Tests of Significance

Identifiers—General Linear Model, Repeated Measures

The purpose of this paper is to demonstrate the use of the general linear model (GLM) in problems with repeated measures on a dependent variable. Such problems include pretest-posttest designs, multitrial designs, and groups by trials designs. For each of these designs, a GLM analysis is demonstrated wherein full models are formed and restrictions are placed on the full models that reflect various research questions. The restricted models and full models are then compared with an F test to ascertain whether a significant reduction in the squared multiple correlation was realized as a result of the restriction. (Author)

ED 093 902 TM 003 717

Owens, Anthony M.

Community Volunteers as Companion-Therapists to Children: A Program Evaluation.

Pub Date [Apr 74]

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavior Change, Children, *Companions (Occupation), *Enrichment Programs, Parent Reaction, *Program Evaluation, Self Concept, *Therapists, *Volunteers

A school district supported program which provides children with volunteer companion-therapists was evaluated using self-perception reports, behavior ratings by parents and teachers, and the opinions of parents and volunteers. Program children reported consistent self-perceptions while comparison children dipped slightly. Positive changes in self-perception suggest an optimal visiting frequency of less than once per week with the children assigned to college volunteers making the most improvement. Improvement was also found to have an inverse relationship with age as the older children became more negative over the year. All sections of the community support the program with the participants' mothers being the most enthusiastic. (Author)

ED 093 903 TM 003 718

Cohen, Arie Farley, Frank H.

The Common Item Problem in Measurement.

Pub Date [Apr 74]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Comparative Analysis, Correlation, Factor Analysis, Factor Structure, *Item Analysis, Matrices, *Measurement Techniques, Multidimensional Scaling, Personality Tests

Identifiers—*California Psychological Inventory, Smallest Space Analysis

Procedures for analyzing common item effects on interscale structure were reviewed and a study using smallest space analysis of the California Psychological Inventory (CPI) reported. Solutions of three matrices—intercorrelation matrix of the original CPI scales, of reduced scales (with common items removed), and of the number of common items—were compared visually, and by inter-point distance correlations and configurational similarity analyses. Marked similarity among the original structure, the item-overlap-free structure, and the built-in structure was observed. It was concluded that common items magnify an intrinsic structure already existing among scales, and that the common-item problem is not a serious one in such personality assessment. (Author)

ED 093 904 TM 003 719

Jaeger, Richard M.

Some New Developments and Discoveries for Evaluative Analysis.

Pub Date [Apr 74]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Data Analysis, *Equated Scores, *Evaluation Methods, Raw Scores, Research Design, *Sampling, Statistical Analysis

Identifiers—Anchor Test Study

Two relatively new tools for analysis of data compiled in evaluation studies are presented. The National Test-Equating Study in Reading, known as the Anchor Test Study, produced tables of score-correspondence between the eight reading comprehension and vocabulary tests most widely used in the United States. Two types of tables from this report should be most useful for educational evaluation studies. First are tables that show equivalent raw scores for individual pupils for each of the 28 pairs of reading comprehension and vocabulary tests. The structure of these tables is presented. A second set of equivalency tables, nearly identical in structure, shows equivalent raw-score means for schools, on each of the 28 pairs of tests. Separate tables are provided by the study for individuals and groups of pupils in grades 4-6. To illustrate the use of the Anchor Test Study results in educational evaluation

tions, four designs are considered. A second tool considered is sampling theory, not often used to advantage in educational evaluation. For studies that involve populations exceeding 300 units of analysis, both matrix sampling and respondent sampling should be considered. References are given for further discussions of these methods. (RC)

ED 093 905 TM 003 720

Penfield, Douglas A. Koffler, Stephen L.
A Comparison of Some K-Sample Nonparametric Tests for Scale.

Pub Date [Apr 74]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974); Appendixes may reproduce poorly.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Analysis of Variance, Comparative Analysis, Computer Programs, *Nonparametric Statistics, Sampling

Four nonparametric alternatives to the parametric Bartlett test are presented for handling the K-sample equality of variance problem. The two sample Siegel-Tukey Test, Mood Coefficient of Alienation Test, and Klotz Test are extended to the multisample situation by the methods of Puri. A fourth alternative involving a Q-statistic procedure developed by Chatterjee is also presented. These K-sample scale tests are illustrated and compared with respect to computational methodology and asymptotic relative efficiency for specified alternatives. (Author)

ED 093 906 TM 003 721

Taylor, Bob L.
Potential Uses of the National Assessment Model at the State and Local Levels.

Pub Date [Apr 74]

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Academic Achievement, *Citizenship, Curriculum Development, Educational Accountability, *Educational Assessment, Information Dissemination, *Models, National Surveys, Objectives, *School Districts, *State Programs, Testing Programs, Use Studies

Identifiers—*National Assessment

The model used by National Assessment for data gathering and reporting on the Citizenship area is described, and the potential uses of the model for state and local assessment, curriculum development, and accountability purposes are discussed. The study was carried out using papers and reports from the National Assessment of Educational Progress, Denver office, and state reports on adaptations of the model for state assessment needs. Adaptations of the model for curriculum development were identified, and, finally, adaptations of the model for accountability purposes were suggested and discussed. (Author)

ED 093 907 TM 003 723

Reynolds, Robert N.
A Comparative Evaluation of the Effects of an Open Classroom Instructional Program and a Traditional Instructional Program.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of Information Systems.

Pub Date Feb 74

Note—104p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—*Academic Achievement, Classroom Environment, Classroom Observation Techniques, *Comparative Analysis, *Conventional Instruction, Elementary School Students, Instructional Programs, *Open Education, Parent Attitudes, Program Effectiveness, Questionnaires, School Attitudes, Self Concept, *Student Attitudes, Teacher Attitudes

Approximately 250 students in grades 1-6 of two elementary schools, one utilizing an open classroom instructional program and the other a traditional instructional program, comprised the sample in this first year of a planned 2-year study. The study focuses on the assessment of the comparative effects of the two instructional programs on three student variables: (1) self-concept, (2) attitude toward school, and (3) academic achievement. Pretests on these variables were administered in May and June of 1972;

posttests were administered in May and June of 1973. Analysis of covariance was used to analyze this data. In addition, data related to teacher attitudes and classroom environment and practices was collected and analyzed. The first-year results indicate that there were no statistically significant differences between the two programs in relation to the three major student variables, although questionnaires administered to the parents and pupils of the open classroom school indicated an improved attitude toward school. (Author)

ED 093 908 TM 003 724

McNamara, Thomas
Some Aspects of Exposure-Achievement Relationships in Follow Through in Philadelphia.

Pub Date [Apr 74]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Comparative Analysis, *Compensatory Education Programs, Elementary School Students, *Performance Factors, *Program Length, *Reading Achievement, Time Factors (Learning)

Identifiers—Philadelphia Public Schools, *Project Follow Through

Follow Through Evaluation in Philadelphia has adopted a comprehensive documenting approach, the core of which is an individual pupil file containing coded information indicating length of program exposure (in terms of five or more months per year) for each year of pupil enrollment. A study of the relationships between pupil achievement on the Stanford Early School Achievement Test, Metropolitan Achievement Tests, and Iowa Tests of Basic Skills and pupil length of program exposure seems to indicate growth in achievement as a function of exposure, particularly in two of the seven models used in Philadelphia. (Author)

ED 093 909 TM 003 725

Wile, Marcia Z.
An Evolving Product Evaluation: Formative and Summative Components.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date [Apr 74]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Dental Schools, *Formative Evaluation, *Instructional Materials, *Medical Education, *Models, *Summative Evaluation, Textbook Evaluation

A user-centered educational product evaluation model for the prepublication and postpublication assessment of materials designed for medical and dental education is presented. The model has four components: the author, user, evaluator, and publisher. It is dynamic, reactive, and interactive, with feedback from each component providing input to regenerate the process. Three general approaches to product evaluation based on this model, for the formative and summative evaluation of printed material are described. Examples are given which illustrate the developmental nature of these educational products and their subsequent modifications, based on feedback from field tests, reviews, and experimental studies. (Author)

ED 093 910 TM 003 726

Molina, Huberto
Assessment in an Instructional Program Designed for Spanish-Speaking Children Acquiring English Language Skills.

Pub Date [74]

Note—9p.; Paper presented to the California Association Teachers of English to Speakers of Other Languages (San Francisco, California, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Assessment, Elementary School Students, *English (Second Language), *Instructional Programs, *Language Skills, *Spanish Speaking

Identifiers—SWRL English Language and Concepts Program

Assessment within the SWRL English Language and Concepts Program for Spanish Speaking

Children (LCS) consists of a placement aid, unit assessments, unit reviews, and an End of Program Assessment. All assessments are administered on a one-to-one basis. At the beginning of the school year, the LCS Placement Aid is administered for purposes of measuring each pupil's proficiency in using English vocabulary, pronunciation, and other language skills requisite to effective communication. The results of this test indicate the level at which a pupil should begin the program, or if he should move directly into the basal reading program. Unit Assessment Cards are provided at the end of each lesson unit to check each pupil's ability to comprehend and produce the language structures developed in the unit. Following the unit assessment, a unit review is conducted. This provides a basis for assigning further practice on unit objectives which pupils have not attained. The End of Program Test assesses the student's capability to retain the skills taught in the program. An important objective in the development of LCS has been to develop instructional assessment strategies and operational procedures that will help integrate the program into extant bicultural, bilingual programs. (BB)

ED 093 911 TM 003 727

Molina, Huberto Shoemaker, David M.
A Preliminary Evaluation of a Bilingual Spanish/English Program Using Multiple Matrix Sampling.

Pub Date [73]

Note—35p.; Paper presented at the International Seminar on Language Testing (San Juan, Puerto Rico, May 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Bilingual Education, Elementary School Students, *English (Second Language), Item Sampling, *Language Instruction, *Program Evaluation, Program Improvement, *Spanish Speaking

Identifiers—Michigan Oral Language Series, MOL

The Michigan Oral Language program was installed in the Santa Paula School District for a 2-month tryout and student performance before and after the program was assessed through multiple matrix sampling. Student performance over seven content areas was determined for both the English and Spanish language components. In all seven content areas, performance was high in English and low in Spanish. Specifically, for each of the seven content areas investigated (mathematics-science, social studies, colors, numbers, commands, one-word answers, and total), performance in Spanish was approximately 58 percent less than that over the comparable English content area. The results suggest strongly that a major modification is required in the Spanish language component of the program. From experience gained in this tryout, recommendations were made for improving the program. (Author/BB)

ED 093 912 TM 003 728

Ford, Valeria A.
Everything You Wanted To Know About Test-Wisness.

Pub Date Aug 73

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Guessing (Tests), *Literature Reviews, Multiple Choice Tests, *Response Style (Tests), Testing Problems, *Test Wiseness

The purpose of this paper is to acquaint the reader with the topic of test-wisness. The first section of this paper presents a series of multiple-choice items. The reader is asked to respond to them and is encouraged to read carefully the remainder of this paper for techniques which could improve test-taking performance. The next section defines and elaborates on the term test-wisness as it relates to other psychometric terminology. Then, an attempt is made to distinguish test-wisness from several other concepts frequently used indiscriminately. The third section, entitled "Selected Aspects of Test-Wisness," outlines a set of behaviors that a test-wise examinee should employ as he takes a test. Empirical research to support the content of the outline is elaborated in detail in the succeeding section. Finally, a rationale for the use of a test-wisness learning program to be used in the school is presented, and several possible procedures as to

how such a program could be implemented are suggested. (Author/BB)

ED 093 913 TM 003 729

Crooks, Lois A.

The Selection and Development of Performance

Measures for Assessment Center Programs.

Educational Testing Service, Princeton, N.J.

Report No.—RM-74-6

Note—26p.; Paper presented at the First Annual Industrial and Organizational Psychology Conference, Assessing Job Competence (Ohio State University, September 13-14, 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Business, *Evaluation Techniques, Managerial Occupations, Personnel Selection, Predictive Ability (Testing), *Promotion (Occupational), Research Needs, Task Performance, Test Validity

Identifiers—Assessment Center Method

The Assessment Center Method is a comprehensive, standardized procedure in which multiple appraisal techniques are used in combination to evaluate individuals for various purposes, primarily used in a business setting to identify those with potential for higher level procedures. The dimensions to be observed and measured in an assessment center program should stem from factors demonstrated to be inherent in job performance at the target level. Techniques generally used in assessment center programs such as the in-basket, the leaderless group discussion, techniques of group observation, management games, and role playing are described. The selection or development of these techniques depends on the time and resources available to the organization considering the use of the Assessment Center Method. (BB)

ED 093 914 TM 003 730

Ward, William C.

Creativity Assessment in Young Children.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-74-5

Pub Date [74]

Note—12p.; Paper presented at the National Council on Measurement in Education (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Children, *Creativity, *Creativity Tests, *Predictive Ability (Testing), Predictor Variables, *Testing Problems

Some of the conceptual and methodological problems in identifying and measuring creativity in young children are presented. Among the issues raised are: (1) the prediction of validity of creativity tests, (2) the problem of predicting adult creativity from evidence of childhood creativity, and (3) the need to identify and adequately measure the various components of creativity rather than grouping these components under the rubric "creativity", and (4) the need to discover the relationships among the various components of creativity. (BB)

ED 093 915 TM 003 731

Huberty, Carl J.

Discriminant Analysis.

Pub Date [Apr 74]

Note—85p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—*Classification, Computer Programs, Data Collection, *Discriminant Analysis, *Educational Research, Literature Reviews, Multiple Regression Analysis, Research Design, Sampling, *Statistical Analysis

Discriminant analysis is reviewed in terms of: (1) formulations, (2) interpretations, (3) uses, (4) issues and problems in applications, (5) recent developments and conceptualizations, and (6) general references and computer programs. Four aspects of a discriminant analysis are considered. They are: (1) separation: determining intergroup significant differences in terms of group centroids, (i.e., mean vectors), (2) discrimination: studying group separation with respect to dimensions and to (discriminator) variable contribution to separation, (3) estimation: obtaining estimates of interpopulation distances (between centroids) and of degree of relationship between the response variables and group membership, and (4) classification: setting up rules of assigning

an individual to one of the predetermined exhaustive populations. Attention is given to the formal relationship between multiple regression analysis and two group discriminant analysis, as well as non-normal and incomplete data. Recommendations for reporting discriminant analysis results are given. A substantial list of references pertaining to discrimination and classification is supplied. (Author/RC)

ED 093 916 TM 003 733

Breland, Hunter M.

An Investigation of Cross-Cultural Stability in Mental Test Items.

Pub Date [Apr 74]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Complexity Level, Cross Cultural Studies, *Item Analysis, *Statistical Analysis, *Test Bias

Examples of cross-cultural stability or instability of mental test items are illustrated. A statistical procedure involving the cross-plotting of item difficulties for two different groups and generating a line of mutual regression through the resulting scatter of points is described. D-values, representing the perpendicular distance, in delta units, from the line of mutual regression, for all items in a given subtest (in this case, mathematics) are presented in a computer generated table for the following groups studied: American Indian, Afro-American, Mexican-American, Puerto Rican, other Latin-American, Oriental-American, White Eastern, White Southern, and White Western. (Author/RC)

ED 093 917 TM 003 734

Van Fleet, Donald

Kentucky Educational Assessment Program. Three

Year Summary.

Pub Date Apr 74

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974). For related documents, see ED 077 940 and 941

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Educational Assessment, *Educational Needs, Grade 4, Grade 7, Grade 11, State Programs, *State Surveys, Student Needs Identifiers—*Kentucky

The process of assessing learner needs in Kentucky developed within a planned framework of tasks to be accomplished sequentially in a time frame directed toward an ultimate goal of comprehensive planning. One hundred specific needs categorized under 10 priority general needs of the state's learners were identified through a survey resulting in the development of learner performance objectives for grades 4, 7, and 11. Behavioral expectations are listed for each grade. Tests were then selected for assessing learner needs in mathematics, reading, and physical education. The assessment program was systematically broadened to include more districts in the sample and will eventually assess progress toward the achievement of all the goals of education concerning the cognitive, affective, and psychomotor needs of Kentucky school children which have been specified, published, and distributed statewide. Need areas are appearing after the fourth grade in certain reading and attitude areas. (Author/RC)

ED 093 918 TM 003 735

Besel, Ronald Okada, Masahito

The Development of Domain-Referenced Tests for an Objectives-Based Reading Program.

Pub Date [Apr 74]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Criteria, *Reading Tests, *Test Construction

Identifiers—*Domain Referenced Tests
Criteria for the selection of item forms, content domains, and sampling procedures for program specific, domain-referenced tests are developed. The primary purpose of these tests is to estimate the extent to which individual pupils have attained or retained the intended learning outcomes

of a particular segment of instruction. Tests developed for the tryout of the SWRL Reading Program illustrate the application of the criteria. A variety of critical reading skills is assessed. The use and potential value of facet designed tests for assessing word recognition and novel word decoding is described. Error type scores provide potentially valuable information on which to base prescriptions of supplementary instruction. (Author)

ED 093 919 TM 003 736

Performance-Based Teacher Appraisal Program for the Penn-Harris-Madison School Corporation.

Penn-Harris-Madison School Corp., Mishawaka, Ind.

Pub Date Jul 73

Note—62p.

Available from—Business Office, Penn-Harris-Madison School Corp., 55900 Bittersweet Rd., Mishawaka, Indiana 46544 (1-9 copies, \$7.50 ea., 10% discount on larger quantities)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Administrator Role, *Counselor Evaluation, *Evaluation Methods, *Faculty Evaluation, *Media Specialists, Performance Criteria, Questionnaires, Rating Scales, Self Evaluation, *Teacher Evaluation

Identifiers—Penn Harris Madison School Corporation, *Performance Based Evaluation

The first part of the program, the Self-Appraisal Plan, provides an opportunity for all teachers, guidance counselors, and media specialists to evaluate all areas of their professional performance on an annual basis. The Self-Appraisal Schedule and time guidelines are furnished. The second part of the program is the General Appraisal Plan which is concerned with the teacher's overall effectiveness in the classroom and requires periodic scheduled and/or unscheduled observations by the administration. The In-Classroom Observation Instrument is provided. The appraisal program for guidance counselors and media specialists is similar to the teacher's program except that performance areas unique to their positions are identified. Indicators, in the form of behavioral statements, of effective performance for teachers, guidance counselors, and media specialists are listed. The appendixes contain: information on appraisee and appraiser roles, schedules of observations and conferences, objective setting conferences and overall summary reports, statements of methods of monitoring and gathering data on performance, guidelines for the appraisal conference, and procedures and instruments (teacher form and administrator form) for the evaluation of the Teacher Appraisal Program. (Author/RC)

ED 093 920 TM 003 737

Taft, Thomas B., Jr. Logan, Nelson S.

Systematic Evaluation Strategies for Innovative Programs in Health Professions Education: Need, Function and Components.

Pub Date [Apr 74]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Criteria, Referenced Tests, *Evaluation Methods, *Formative Evaluation, *Health Occupations Education, Innovation, *Program Evaluation, Simulation, Summative Evaluation

As change occurs in various health sciences programs, evaluational strategies should be developed so that adaptive decisions may be made. Evaluation models taking into account inputs, methodology, and outputs (Stake, 1967, and Astin and Panes, 1971) need examination. Alternative measurement instruments for formative and summative evaluations, including simulation techniques (McGuire and Babbott, 1967), need consideration. It is particularly important to define adequate criterion levels of performance, including analysis of the implications of criterion-referenced measurement, (Popham and Husk, 1969). Systematic evaluation strategies should provide reliable and content-valid information from which decisions can be made concerning adequacy of student preparation as compared to content experts' a priori academic judgments. (Author)

ED 093 921 TM 003 738

Title, Carol Kehr
Adding Dimension to Evaluative Research
 Through the Use of Protocol Material.
 Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
 EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Case Studies (Education), Educational Research, *Evaluation Methods, *Protocol Materials

A rationale and illustration of the use of original records or protocol materials in an evaluation research report are described. Records of school observations and audiotape transcripts were selected to represent the concepts or categories which were developed in the process of evaluation. These qualitative data were collected in a project which used a variety of methods, and, in conjunction with quantitative data, formed the basis of an evaluation report somewhat analogous to a case study. This view of evaluative research within the case study tradition should, in the long run, provide a more detailed analysis and understanding of the process and outcomes of education. (Author/BB)

ED 093 922 TM 003 739

Burrill, Donald F.
Synergistic Effects in the Analysis of Variance.
 Pub Date [Apr 74]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
 EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Analysis of Variance, Hypothesis Testing, Research Design, *Statistical Analysis, Tests of Significance

Identifiers—*Interaction (Statistical), Synergy
 Techniques for detecting synergistic effects in analysis of variance designs are presented and discussed. These techniques make it possible to apply some kinds of theoretical insights to the data analysis phase of a study: either by seeking synergistic effects implied or predicted by theory, or by seeking evidence of synergies as alternative explanations for results which would otherwise imply the existence of interactions where theory would deny such interactions. In complex factorial designs particularly, where high-order interactions are often called "uninterpretable," these techniques may often permit more appealing explanations and interpretations of the experimental results. (Author)

ED 093 923 TM 003 741

Graham, Darol L.
An Examination of the Feasibility of Using Criterion-Referenced Measurement in Large-Scale, Survey Testing Situations.
 Pub Date [Apr 74]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
 EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Comparative Testing, *Criterion Referenced Tests, Educational Assessment, Item Sampling, *Testing Problems, Test Validity

Identifiers—Mastery Testing, *Survey Achievement Testing, Test Item Format, Test Length
 The adequacy of a test developed for statewide assessment of basic mathematics skills was investigated. The test, comprised of multiple-choice items reflecting a series of behavioral objectives, was compared with a more extensive criterion measure generated from the same objectives by the application of a strict item sampling model. In many instances, the two instruments provided different classifications of students regarding mastery of an objective. Many of the discrepancies were attributed to the small number of items per objective and to the multiple-choice format of the original test. Consequently, the use of criterion-referenced tests in situations that severely limit test length and item format options was questioned. In addition, the problems associated with the practice of assuming content validity for criterion-referenced tests were discussed. (Author)

ED 093 924 TM 003 742

Leinhardt, Gaea
Evaluation of the Implementation of a Program of Adaptive Education at the Second Grade (1972-73).

Pub Date Apr 74
 Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
 EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Academic Achievement, Class Management, *Comparative Analysis, *Evaluation, Grade 2, *Individualized Curriculum, *Instructional Innovation, Racial Composition, Test Interpretation, Urbanization
 Identifiers—Cooley Lohnes Evaluation Model, *Program Implementation

Measures of the implementation of an individualized curriculum in 52 classrooms at the second-grade level are presented. The study also uses the measures of classroom processes to help explain student achievement on standardized tests of reading and mathematics. The classroom process data are further analyzed to see if systematic differences occur in implementation which are attributable to the ethnic composition of the school or to the degree of urbanization of the school setting. (Author)

ED 093 925 TM 003 743

Lai, Morris K. And Others
Main Field Test Report. Discussing Controversial Issues. Revised.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
 Report No.—A72-12
 Pub Date [Mar 73]

Note—65p.; Prepared by the Teacher Education Division

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Behavior Change, *Course Evaluation, *Discussion (Teaching Technique), *Public Affairs Education, Secondary School Students, Secondary School Teachers, Summative Evaluation, *Training Techniques

Identifiers—A Discussion Approach to Controversial Issues, Controversial Issues, DCI, *Discussing Controversial Issues
 Discussing Controversial Issues (DCI) is a skill training program designed for high school students and teachers with an overall objective of developing student and teacher skill in discussing controversial issues effectively. The course materials identify 13 moderator techniques which teachers practice, and 13 participant techniques which students practice. Behavioral data were collected by audiotape recording a 25-minute classroom discussion on a controversial issue both before and after the course. Questionnaires, vocabulary tests, weekly logs of issues, and classroom observation were utilized and inter-rater reliability was computed. Behavioral results for students and teachers are presented. Critiquers, students, and teachers each used the same scale to rate the discussion. Postcourse Teacher Questionnaires were filled out by the teachers and in general, strong support was given to the usefulness of the course. Overall, DCI produced an improvement in the use of discussion techniques. Because of feedback from students and teachers, several revisions will be made in the course materials and techniques. (RC)

ED 093 926 TM 003 744

Lai, Morris K.
The Case Against Tests of Statistical Significance. Teacher Education Division Publication Series. Report A73-20.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
 Pub Date [73]

Note—10p.; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, California, 1973)
 EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Analysis of Variance, *Hypothesis Testing, *Problems, Statistical Analysis, *Tests of Significance

The purposes of this paper are to: (1) describe some of the serious shortcomings in the current use of tests of statistical significance, (2) discuss how misuses are perpetuated in some widely used references, and (3) present an alternative sig-

nificance testing model that overcomes some, but not all, of the shortcomings of the currently used method. For the purposes of this paper, the discussion is restricted to fixed effects analysis of variance (ANOVA) (including t-tests), which is perhaps the most pervasive of the data analyses used by educational researchers. (Author)

ED 093 927 TM 003 745

Calkins, Dick S.
An Empirical Investigation of Some Effects of the Violation of the Assumption That the Covariance in Analysis of Covariance Is Measured Without Error.

Pub Date [Apr 74]
 Note—66p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
 EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Analysis of Covariance, Computer Programs, *Error Patterns, *Hypothesis Testing, Models, Sampling, Standard Error of Measurement, Statistical Bias, Tables (Data)
 Identifiers—*Linear Models

The mathematical derivation of the statistics used for inference in some linear models assumes that the values of the independent variables are measured without error. This assumption is often disregarded when these models are utilized in research. This study is an investigation of the consequences of the violation of this assumption for one family of linear models on the magnitude of these statistics and the frequency of Type I error in these models. The results of this study indicate that although the frequency of Type I error in these models is relatively unaffected, the values of the statistics are seriously affected by the concomitant variable being other than error-free. (Author)

ED 093 928 TM 003 746

Kane, Michael T. Moloney, James M.
The Effect of SSM Grading on Reliability When Residual Items Have No Discriminating Power.
 Pub Date [Apr 74]

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
 EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Feedback, Guessing (Tests), *Multiple Choice Tests, *Response Style (Tests), *Scoring Formulas, Statistical Analysis, *Test Reliability

Identifiers—*Self Scoring Method, SSM
 Gilman and Ferry have shown that when the student's score on a multiple choice test is the total number of responses necessary to get all items correct, substantial increases in reliability can occur. In contrast, similar procedures giving partial credit on multiple choice items have resulted in relatively small gains in reliability. The analysis in this paper provides a possible explanation for this discrepancy. The reliability for SSM (self-scoring method) grading is compared to the reliability for conventional 0-1 grading by postulating a model for the conditional distributions of a correct response on the n-th try for an item, given an incorrect response on the first try. The results imply that for SSM grading, distractors should have different levels of attractiveness rather than being equally attractive. (Author)

ED 093 929 95 TM 003 747

Cooley, William W.
Assessment of Educational Effects: An Educational Psychologist's Point of View.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date [Apr 74]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
 EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Assessment, Educational Programs, Educational Psychology, Educational Research, Evaluation Techniques, Learning Processes, *Program Effectiveness, Program Evaluation

Identifiers—*Educational Outcomes

The contribution that educational psychologists can make to the improvement of the assessment of educational effects are discussed. Examined

are ways in which current psychological knowledge, particularly psychometrics and learning theory, is relevant to the selection of appropriate criterion measures, the measurement of educational processes, the description of the initial status of the learner, and the analysis of field data. Predictive validity, treatability, and parsimony—three key principles of criteria selection—suggest that the most important criterion for assessing educational programs is general intellectual development. Referred to is work on process measurement in which the author proposes a model of classroom learning which identifies four major process dimensions which assess the opportunity for learning, the degree to which the environment enhances motivation to learn, the quality of the structure of the curriculum, and the effectiveness of the instructional events. To measure the initial status of the learner, the author suggests measuring the dimensions of individual differences that are expected to be affected by the program being assessed, prior to its initiation. Characteristics of an effective statistical model for deriving useful information from these observations are discussed. (Author/RC)

ED 093 930 TM 003 748

Dornseif, Allan W. And Others

Multivariate Evaluation of Student Selection Strategies in Open and Traditional Education. A Preliminary Report. Pub Date [Apr 74]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, Individual Differences, *Junior High School Students, *Open Education, *Program Evaluation, *Selection, Social Development, Statistical Analysis, Student Evaluation, *Traditional Schools, Underachievers

This study is part of a continuing program of evaluation of open vs. traditional education at the junior high school level. Incoming seventh graders were assigned to open and control groups to evaluate relative effects on academic underachievement, socialization, and general academic "success" as a function of various means of student selection. Initial, midpoint, and final testing will include measures of academic achievement, personality, attitudes, and socialization. The study uses a MANOVA (multivariate analysis of variance) random assignment model to permit definitive evaluation of some concepts of student selection for open education. (Author)

ED 093 931 TM 003 749

Bar-On, Ehud And Others

The Use of Computers in Evaluating Teacher Competency. Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Computer Programs, Lesson Observation Criteria, Measurement Techniques, *Performance Based Teacher Education, Statistical Analysis, *Student Teachers, *Teacher Evaluation

Sixty-five student-teachers' performance was tested to determine laboratory grades. Grading was based on Category Observation System TDS. Since TDS categories are structures of two ordered facts where order has the same meaning, general score of pupil stimulation was computer calculated. Students' previous awareness as to score calculation enabled lesson planning to achieve the highest possible grade. The resulting score was highly correlated with supervisors' general evaluation and was preferred by students. Comparison of test and last lesson before receiving instruction showed dramatic improvement. Planned and actual lessons were compared regarding realistic planners, frequent categories and teaching sequences. (Author)

ED 093 932 TM 003 750

Summers, Gene F. Beck, E. M.

Social Status and Personality Factors in Predicting Interviewer Performance.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research; National Inst. of Mental Health (DHEW), Bethesda, Md.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-73-5

Pub Date Jan 73

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Researchers, *Individual Characteristics, Intelligence, Interviews, Job Skills, Multiple Regression Analysis, *Performance Criteria, Personnel Needs, *Personnel Selection, Prediction, Predictor Variables, *Social Status

Results are reported from an investigation of the predictive power of three interviewer social status and five personality factors in a multiple regression analysis with four interviewer performance criteria. Personality factors are found to be more predictive of performance than social status. Clearly, one can improve the probability of hiring quality interviewers by collecting and evaluating social status and personality characteristics of applicants. (Author)

ED 093 933 TM 003 751

Halinski, Ronald S. Tchong, Tse-Kia

Systematic Student Input into Evaluation of an Educational Innovation Program.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Curriculum Evaluation, Curriculum Planning, *Educational Innovation, Higher Education, *Instructional Improvement, *Program Effectiveness, *Program Evaluation, *Student Participation

Under a program of educational innovation implemented by the university, some 20 percent of the faculty were engaged in activities designed to improve the quality of instruction. Financial support exceeded one-half million dollars. The purpose of this study was to determine the program's overall impact. Baseline data was gathered in March 1973, and the survey was replicated one year later. Included among the data gathered from students was: (1) expectations and actual progress toward the attainment of selected educational objectives, (2) activities and interest in the general culture, (3) learning styles, and (4) general satisfaction with various instructional delivery systems. Each survey included some 4,000 respondents. (Author)

ED 093 934 TM 003 752

Phillips, Francis T., Jr.

Virginia Educational Needs Assessment of Public School Children in the Cognitive, Affective and Psycho-Motor Domains.

Pub Date Apr 74

Note—65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Affective Behavior, Cognitive Development, *Educational Assessment, *Educational Needs, Elementary School Students, Psychomotor Skills, Secondary School Students, State Programs, State Surveys

Identifiers—*Virginia Educational Needs Assessment Program

The Study identified the critical educational needs of each geographical area in the State and indicated that measurement should be in terms of the cognitive and affective behavior of students. Phase one of the Study was conducted on the concept that the school and classroom, as a social system, provides the setting within which the self-system of the learner is expressed in three output areas: learner-oriented behavior in the cognitive domain, learner-oriented behavior in the affective domain, and the interrelationships of these cognitive and affective behaviors. These behavioral outputs were considered as indicators of self-perceptions, verbally expressed behaviors, and manifest behaviors which the learner originally possessed on entry to the school and classroom. Phase two, concerned with the psycho-motor (P-M) domain, yielded information about the nature of the P-M domain, data regarding instruments of

measurement, and incidence figures for the school population. Eight separate areas of P-M functioning were assessed. Through Phase two of the needs assessment study in all three domains, Virginia hopes to become fully accountable for providing quality education for every child in the public schools of the commonwealth. (Author/RC)

ED 093 935 TM 003 753

Thomas, Hollie B.

A Measure of Career Development Responsibility. Pub Date Apr 74

Note—14p.; Paper presented at the National Council on Measurement in Education (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Career Choice, Career Education, *Locus of Control, Occupational Guidance, *Test Construction, Test Reliability, Tests, Test Validity, Vocational Development

Identifiers—*Career Development Responsibility Scale, Career Maturity Inventory, CDR

The Career Development Responsibility scale was designed to measure the extent to which students feel that reinforcement in terms of success in preparation-acquisition performance situations in a career are considered to be contingent on the student's own behavior. The 30-item instrument was written so that two items represent each cell of a 3x5 matrix, the dimensions of which are career choice attitude and career choice competency of the Crites (1973) vocational maturity model. The response mode was a choice between an internal and external response. Content and criterion-related validity were established. A measure of internal consistency was employed to establish reliability. (Author)

ED 093 936 TM 003 754

Hill, Richard K.

A Comparison of Three Techniques Available to Estimate Total-Test Score Distribution Following Matrix Sampling.

Pub Date Apr 74

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Bayesian Statistics, *Comparative Analysis, Data Analysis, *Item Sampling, *Measurement Techniques, Norms, *Scores, Standardized Tests, Statistical Data, Test Results

Identifiers—*Statistical Distributions

When norming tests, it may be preferable to use the matrix sampling technique. The results from the samples may be used to estimate what the distribution of scores would have been if each subject had taken all the items. This paper compares four methods for making these estimates. The sample size made it possible to compare the techniques in a more realistic way than had other studies with much smaller sample sizes. Differences between the criterion distribution and the estimates are tabulated. Conclusions and limitations are stated. (Author)

ED 093 937 TM 003 755

Belcher, Terence L. Parisi, Sharon A.

Effects of Test Situation Stress Upon Creativity Test Scores.

Pub Date Apr 74

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Creativity Tests, Grade 5, Grade 6, *Response Style (Tests), *Scores, *Stress Variables

The effects of low and high levels of test-situation stress on creativity test performance were examined. A group of 60 fifth and six graders was randomly assigned to stress situations (high, low, and control) in which verbal subtasks of the Torrance Tests of Creative Thinking (TTCT) were administered. Verbal fluency scores from the TTCT demonstrated that the control group scored significantly better than both stress groups. The stress groups did not differ significantly. This data supported the proposition of a curvilinear relationship between stress and creativity performance. (Author)

ED 093 938 TM 003 756

Shapiro, Steven L. Stein, Barry A.
Student Evaluations Related to Frequency of Test-
ing.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Achievement, College
Students, College Teachers, *Teacher Evalua-
tion, *Testing

Identifiers—*Frequency of Testing

An investigation was designed to determine the effects of frequency of testing on student performance. As a result of this experiment a relationship between student evaluations of teachers was noted. The results indicated increases in teacher ratings as test frequency increased. It is assumed that the findings were produced by the independent variable, frequency of testing, not by differences in subject matter, teachers, or methodology. (BB)

ED 093 939 95 TM 003 757

Klein, Roger D. And Others

The Measurement and Development of "Accu-
racy" in Academic Performance.

Pittsburgh Univ., Pa. Learning Research and
Development Center.

Spons Agency—National Inst. of Education (D-
HEW), Washington, D.C.

Pub Date 73

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Achievement,
Behavioral Science Research, Behavior
Change, Measurement Techniques, *Reinforce-
ment, Response Style (Tests), *Scoring, Test-
ing

Identifiers—*Accuracy Measures

In behavioral studies of academic performance, accuracy has usually been defined as the number of items correct divided by the number of items assigned. One previous study used an alternative definition—the number of items correct divided by the number of items attempted. It is suggested here that while both measures are useful indices of behavior, they need to be carefully distinguished. Two behavior modification experiments are presented which illustrate the usefulness of reporting both measures of accuracy. It was shown that during the second baseline stage of each study, accuracy based on items assigned decreased, while accuracy based on items attempted remained high. Suggestions are offered to explain this phenomenon. (Author)

ED 093 940 TM 003 758

Smith, Helen C.

Two-Level Evaluation Strategy for Projects En-
gaged in Staff Development.

Pub Date [Apr 74]

Note—16p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Classroom Observation Techniques,
Measurement Techniques, *Models, *Objec-
tives, *Program Evaluation, Reading Programs,
*Student Behavior, Student Evaluation,
*Teacher Behavior, Teacher Evaluation

Identifiers—Memphis City Schools

A two-level model was formulated for the evaluation projects engaged in staff development in the Memphis elementary schools. The model takes into account that such projects are responsible for direct outcome in terms of teacher behavior, and indirect outcome in terms of pupil behavior. The two-level model provides an opportunity for assessing the validity of the theoretical base underlying the project's objectives, and provides for process as well as outcome evaluation. (Author)

ED 093 941 TM 003 759

Ward, Annie W. And Others

Evaluation of Published Educational Research: A
National Survey

Pub Date Apr 74

Note—58p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—*Content Analysis, *Educational
Research, *Evaluation, *Periodicals, Research
Needs

The study examined the quality of educational research published in the journals, with a focus on the following: (1) an evaluation of the quality of contemporary published research from the standpoint of sound research conduct and reporting as judged by experts, and (2) an examination of the relationship between assigned quality ratings and selected characteristics of research articles and participation experts. A stratified random sample of the 1971 educational research articles was selected and a sample of judges to rate the articles was selected via the membership directory of American Educational Research Association (AERA). The results of the study provide consumers of research with needed information regarding the soundness of the research whose findings influence present-day decision making. (Author)

ED 093 942 TM 003 760

Gupta, Ram K. And Others

Establishing Construct Validity of Psychological
Instruments Thru Item-Wise Concurrent
Validation.

Spons Agency—Public Health Service (DHEW),
Arlington, Va.

Pub Date Apr 74

Note—7p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Hypothesis Testing, Internal Scaling,
*Measurement Techniques, Personality Tests,
*Psychological Tests, *Test Construction,
*Test Validity

A logically sound and methodologically easy technique for improving the construct validity of instruments and developed for relatively new concepts is described. It is based on the premise that if an instrument is valid, so should be each item within it and, therefore, the latter should sustain in field setting the behavioral implications derived from the theory underlying the construct. This idea was examined for 87 items of seven factorially "pure" scales, using a nearly random sample of about 7,000 subjects, and testing 10 such hypotheses for each item. The results are described. (Author/BB)

ED 093 943 TM 003 761

Coldiron, J. Robert

An Investigation of the Utilization of Requested
Assessment Information in Pennsylvania School
Districts.

Pub Date [Apr 74]

Note—31p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Administrative Personnel, *Educa-
tional Assessment, Information Dissemination,
*Information Utilization, Predictor Variables,
Questionnaires, Relevance (Information
Retrieval), *School Districts, *State Programs,
State Surveys

Identifiers—*Pennsylvania Educational Quality
Assessment

The use of assessment information by school administrators involved in a statewide assessment program was investigated. Data from 93 superintendents were analyzed to determine the relationships between information usage and perceptions of assessment information relevance, problem identification, and origin of superintendent. Local dissemination of assessment results was also examined. Information usage was predicted by superintendent, school, and assessment data variables. Results indicated that perceived relevance of information was related to information usage, but problem identification and origin of superintendent was not, nor was dissemination related to favorableness of results. (Author/RC)

ED 093 944 TM 003 762

Stallings, Jane Giesen, Phillip A.

A Study of Confusability of Codes in Observa-
tional Measurement.

Stanford Research Inst., Menlo Park, Calif.

Pub Date [Apr 74]

Note—50p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Bias, *Classroom Observation
Techniques, Codification, Measurement
Techniques, *Reliability, Simulation, *Video
Tape Recordings

Classroom observation has the potential of ob-
taining valuable information regarding teacher
and child behavior. This study examines the accu-
racy of observers coding a standard stimuli. In
this procedure the observer's bias is examined, as
well as the confidence that can be placed in the
observation code itself. Through these procedures
the exact nature of the confusion of codes can be
identified. In order to avoid the problems en-
countered with the paired observer method, an
attempt was made to assess the accuracy of ob-
servers through the use of controlled videotape
examples which allow each interaction (a frame)
and sequences of frames to be analyzed for accu-
racy. Ten videotaped skits were produced to
present concise, clear examples of each code
used in recording classroom interactions on an
observation instrument. Confusability (low ob-
server agreement) matrices were constructed by
tallying the observer code sequences. Results of
the confusability study identify the specific codes
that appear to be reliable as well as those that are
confused and need to be redefined. Inter-rater
accuracy and videotape simulation accuracy are
compared. While the two systems of examining
observer accuracy do yield some different infor-
mation, it is not contradictory, and the videotape
system is easier to interpret. (Author/RC)

ED 093 945 TM 003 763

Bejar, Isaac I. Doyle, Kenneth O.

Generalizability of Factor Structures Underlying
Student Ratings of Instruction.

Pub Date Apr 74

Note—26p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Factor Analysis, *Factor Structure,
*Generalization, Individual Differences, In-
structional Improvement, Questionnaires, Rat-
ing Scales, Reliability, Student Teacher Re-
lationship, *Teacher Rating, Teaching Quality

The generalizability of factor structures of stu-
dent ratings of instruction based on instructors' individual differences was examined. The subjects were instructors from the humanities, social science, and mathematics divisions who had had their courses evaluated at least twice using the same evaluation questionnaire. The data from the three divisions were factor analyzed and the resulting factor structures compared using Kaiser's procedure. Only one factor ("defines student responsibilities") was found to be stable within the across divisions. The results were explained in terms of the distinction between within-class covariation and between-class covariation. (Author)

ED 093 946 TM 003 764

Peck, Robert F. Borich, Gary

Personality Measures That Predict Teaching Per-
formance.

Texas Univ., Austin, Research and Development
Center for Teacher Education.

Spons Agency—National Inst. of Education (D-
HEW), Washington, D.C. Researcher Training;
Office of Education (DHEW), Washington,
D.C.

Pub Date Apr 74

Contract—NE-C-00-3-0066; OEC-6-10-108

Note—27p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (59th, Chicago, Illinois, April 1974)

Available from—R & D Center for Teacher Edu-
cation, The University of Texas at Austin, Edu-
cation Annex 3.203, Austin, Texas 78712

(\$3.29)

EDRS Price MF-\$0.75 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Attitude Tests, *Individual Charac-
teristics, *Performance, *Personality Tests,
*Predictor Variables, Self Evaluation, Student
Evaluation, Student Teachers, Teachers,
*Teaching

Personality and attitude measures taken before
training (of 70 primary grade student teachers
and 71 teachers of grades 4-9) were compared,
by multiple linear regression analyses, with in-
structor, self, and pupil evaluations of their

teaching performance, at the end of training. Pupil evaluations were highly reliable; instructor and self-ratings, not very reliable. The personality variables explained a substantial part of the variance in teaching performance is measured by pupils, though not by instructors or by self. The predictive personality patterns were quite different in grades 1-3 and in grades 4-9. They are described. (Author)

ED 093 947

TM 003 765

Brown, T. A.
A Theory of How External Incentives Affect, and Are Affected by, Computer-aided Admissible Probability Testing.

Pub Date [Apr 74]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Computer Assisted Instruction, *Confidence Testing, *Motivation, *Multiple Choice Tests, Response Style (Tests), Scoring Formulas

Identifiers—*Admissible Probability Testing

Admissible probability testing is a way of administering multiple choice tests in which a student states his subjective probability that each alternative answer is correct. His response is then scored by an admissible scoring system designed so that the student will perceive that is in his interest to report his true subjective probability. With regard to admissible probability tests, two issues are treated surrounding the relation between external incentives and optimal student behavior. It is shown that excessive competition or the use of a strict "pass-fail" system can lead to responses which misrepresent the student's true state of knowledge, and that the use of admissible scoring systems should influence students to study fewer topics to a higher degree of mastery than do other objective scoring systems. Issues treated here are theoretical. Controlled field experiments will discover whether the advantages and dangers theoretically inherent in computer-aided admissible probability testing will show up in real life. (Author/RC)

ED 093 948

TM 003 766

Hell, Donald K. Aleamoni, Lawrence M.
Assessment of the Proficiency in the Use and Understanding of English by Foreign Students as Measured by the Test of English as a Foreign Language.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No.—RR-350

Pub Date Mar 74

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*English (Second Language), *Foreign Students, Graduate Students, Language Ability, *Language Tests, *Predictive Ability (Testing), *Predictive Validity, Test Validity

Identifiers—English Placement Examination (EPE), Test of English as a Foreign Language, TOEFL

The grades which foreign students receive are not always based on the same criteria as the grades assigned to native American students. The use of standardized test scores provides a common data base from which to evaluate the relative proficiency level of foreign students. This study examines the Test of English as a Foreign Language (TOEFL) and the English Placement Examination (EPE), the two tests most frequently used to place foreign students. The objectives of this study are as follows: (1) to determine the predictive ability of the TOEFL and the EPE using first and second semester graduate grade point average and also using a grade in a remedial English course as the criterion, (2) to assess the concurrent validity of the TOEFL and the EPE, and (3) to estimate the magnitude of the change in the TOEFL scores after the subjects have lived in an English speaking country and taken a remedial English course for one semester. (BB)

ED 093 949

TM 003 767

Goldapp, Ocea
Observational Findings Regarding Independent Learning Behavior. The Classroom Attitude Observational Schedule.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Classroom Environment, *Classroom Observation Techniques, *Elementary Education, Independent Study, Open Education, Permissive Environment, *Records (Forms), *Self Directed Classrooms, Student Behavior, Student Motivation

Identifiers—CAOS, *Classroom Attitude Observational Schedule

The Classroom Attitude Observational Schedule (CAOS) is designed to detect pattern shifts in a classroom during the absence of controlling adults. It is concerned with the independent learner who will continue school related tasks in a socially acceptable manner without supervision. The CAOS recording form notes activities and inappropriate behaviors as they occur; ideally the children should be controlled by their own interests in the activities and materials in the classroom. CAOS was field tested in schools using the Tucson Early Education Model (TEEM), a program offering a balanced program of child selected and teacher assigned activities, and results, presented here in graphs, were relayed to Follow Through Directors and TEEM field staff so that attention may be given to those aspects of the TEEM touched by CAOS and the system may be further refined. (RC)

ED 093 950

TM 003 768

Huberty, Carl J.

Use of Some Discriminant Analysis Computer Programs.

Pub Date Apr 74

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Classification, *Computer Programs, Correlation, Data Analysis, *Discriminant Analysis, *Educational Research, Sampling, Statistical Analysis

There are two distinct but related purposes for carrying out a "discriminant analysis": (1) discrimination, and (2) classification. The primary objective of this paper was to review the outputs of selected computer programs often used to carry out a "discriminant analysis" with respect to these two purposes. Information provided by the programs on requisite data conditions for each type of analysis is discussed. The evidence indicates that to say one has carried out a "discriminant analysis" when using any of the selected programs would be misleading. The information obtained from any of the program is quite inadequate for either of the two purposes mentioned above. (Author)

ED 093 951

TM 003 769

Cervantes, Robert A.

Problems and Alternatives in Testing Mexican American Students.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Experimental Schools.

Pub Date Apr 74

Grant—OEG-0-72-5309

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Criterion Referenced Tests, Culturally Disadvantaged, Culture Free Tests, Educational Assessment, *Mexican Americans, *Standardized Tests, *Test Bias, *Testing Problems, Test Interpretation, Test Validity

The problems of standardized tests with regard to Mexican American students, particularly "ethnic validity", are reviewed. Inadequate norm group representation, cultural bias, and language bias are purported by the author to be the most common faults of standardized tests. Suggested is the elimination of standardized testing as a principal means of individual or minority group oriented educational program assessment. Researchers and educators are reminded that

Mexican Americans represent a complex, heterogeneous group affected in varying degrees by mixtures of culture and values and that their unique multivariate socio-cultural and linguistic characteristics must be recognized and accounted for. Alternatives suggested and discussed are: the use of criterion-referenced tests, use of culture free tests, use of "balanced" research and program evaluation methodology, sensitive interpretation of test data when the use of tests is unavoidable, and the development and use of culture-specific and dialect-appropriate measures. (Author/RC)

ED 093 952

TM 003 770

Whiting, Tommy B.

The Inadequacy of Traditional Self-Concept Instruments for Culturally Different Elementary School Children.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Culturally Disadvantaged, *Locus of Control, *Minority Group Children, Questionnaires, *Self Concept Tests, *Test Construction, Test Validity

A rationale is established for designing a self-concept instrument for minority children which differs from traditional self-concept instruments. The paper describes a battery of instruments designed by the investigator, which tests, after three other variables of self-concept, a fourth variable, "sense of control". This seems to be an important variable for culturally different children, but comprehensive batteries for monitoring student's self-perceptions seldom include such a variable. The battery of multidimensional self-concept instruments consists of a self-report questionnaire with a value component, as well as a teacher evaluation questionnaire. (Author)

ED 093 953

TM 003 771

Holtz, Ruth Richards

Entering Attitudes of Undergraduates in Education Toward Topics in Educational Measurement.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*College Students, Course Objectives, *Education Majors, Individual Differences, *Measurement, *Student Attitudes

Three hundred and thirty-one undergraduates in education who had not taken educational measurement rated 47 course objectives for importance and interest. Median ratings were positive or neutral for all items. Importance and interest were highly related. The most favored items involved critical analysis of or alternative approaches to measurement procedures; least favored dealt with statistics. Factor-analytic results and differences between males and females, students in elementary and secondary education, and various subspecialties were also considered. Some suggest that attitude may block achievement in measurement. Results show students have definite preferences within the curriculum. However, they enter instruction with an overall positive disposition. (Author)

ED 093 954

TM 003 772

Ross, Sylvia Zimiles, Herbert

Children's Interactions in Follow Through Classrooms: The DCB Observational System.

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Patterns, *Classroom Environment, *Classroom Observation Techniques, Elementary School Students, *Interaction, Permissive Environment, Program Evaluation, *Student Behavior, *Student Teacher Relationship

Identifiers—*Differentiated Child Behavior Observational System, Follow Through

Observational findings regarding differentiated child behavior in Follow Through classrooms for the year 1971 are presented. The interactional

behavior of three groups of elementary school children from different classroom settings (Bank Street School for Children, an open classroom approach; Bank Street Follow Through, an open classroom approach; non-Follow Through, traditional classroom approach) was observed using the Differentiated Child Behavior Observation System (DCB). This instrument is used for recording in quantifiable form selected attributes of children's classroom interaction such as: gives information, asks questions, expresses, acts destructively, organizes and manages, represents and symbolizes. It also provides a means for coding both interactional and substantive aspects of classroom behavior. The results of the study showed the Follow Through classroom to be a more active classroom setting than non-Follow Through Classrooms. (MLP)

ED 093 955 TM 003 773

Freitag, Carl B.

Instrumentation, Data Collection and Formative Evaluation Problems of an Innovative Program in Music Instruction.

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Data Collection, Elementary Education, *Formative Evaluation, *Instructional Innovation, *Instrumentation, *Music Education, Projects, Tests

Identifiers—*Implementing Elementary Music Improvement

The purpose of this three-year project is to implement elementary music programs in the public schools of the region by operating an exemplary center in music education, and by establishing procedural patterns for school systems to follow. Standardized and locally constructed tests and surveys show rapid progress of students and significant attitude change of teachers, administrators and parents. The methods of evaluating the objectives range from simple to nearly impossible. The definitive evaluation of project success will depend on the increase in authorized and funded music teacher positions. (Author)

ED 093 956 TM 003 774

Owen, Steven V. And Others

Effect of Open Education on Selected Cognitive and Affective Measures.

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Academic Achievement, Behavior Change, Cognitive Development, *Comparative Analysis, Creativity, Educational Experiments, Locus of Control, *Middle Schools, *Open Education, Self Concept, Tests, *Traditional Schools

Although the literature abounds with speculation about open education, there are few experimental studies designed to test its effects. This research compared an open education program with a traditional program at the middle school level. Subjects were randomly assigned to comparison groups. Dependent measures included a self-concept scale, a measure of creativity, locus of control, and five achievement measures. Pretest intelligence measures showed equivalence between groups and post-test analysis found only one difference (creativity) which favored open education. Implications for "fitting" open education goals to curriculum programming are discussed. (Author)

ED 093 957 TM 003 775

Gastright, Joseph F.

Some Empirical Evidence on the Stability of Discrepancy Measures Based on Observed and Predicted School Means on Achievement Tests.

Pub Date Apr 74

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Achievement Tests, *Correlation, *Elementary School Students, Longitudinal Studies, Models, Multiple Regression Analysis, *Predictive Ability (Testing), Predictor Variables, Reading Tests, Statistical Analysis

Identifiers—Cincinnati Public Schools

An investigation was undertaken of the intercorrelations among residuals obtained by applying regression techniques under two conditions: (1) mean sixth-grade Metropolitan Achievement Test reading scores predicted by mean second-grade Stanford Achievement Test reading scores, and (2) mean sixth-grade reading scores predicted by mean second-grade reading scores and mobility variables. The predictions were performed on data for 66 elementary schools for three consecutive years. The addition of mobility variables significantly improved the prediction model. Intercorrelations among residuals within year and across models were uniformly high. (.77 to .94). Intercorrelations across years were not improved by the addition of mobility variables (.46 to .51). (Author)

ED 093 958 95 TM 003 776

Kliot, Lily A.

Self-Evaluation of School Programs: A Training and Technical Service Model for Installing Internal Evaluation.

Virginia Univ., Charlottesville. Evaluation Research Center.

Spons Agency—District of Columbia Public Schools, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Mar 74

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

Available from—Evaluation Research Center, University of Virginia, 164 Rugby Road, Charlottesville, Virginia 22903 (\$2.50)

Document Not Available from EDRS.

Descriptors—Accountability, Data Analysis, Feedback, Measurement Techniques, *Models, Objectives, Program Design, *Program Evaluation, Self Evaluation, *Technical Assistance, *Training Techniques

Evaluation for accountability has become a significant part of federal funding guidelines. However, local project resources and needs, and more recently, federal insight, suggests that the evaluation functions are most successfully carried out with the cooperation and active involvement of the local project staff. Under a contract to the District of Columbia Public Schools' Center for Educational Advancement, the effects of a training and technical assistance model for the installation of an internal evaluation unit were tested. The case study based on the experience brings to light minimal conditions for the success of such a system. It presents a descriptive history of the techniques used to create synergy in the project between the functions of evaluation and program planning and development. (Author)

ED 093 959 TM 003 777

Casteel, J. Doyle And Others

The Social Science Observation Record, a Theoretical Model Relevant to Value Clarification in Mathematics, Science, and Social Studies.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date Apr 74

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Classroom Observation Techniques, Feedback, *Interaction, Mathematics, *Microteaching, *Models, Preservice Education, Questioning Techniques, Sciences, Social Studies, Teachers, Teaching Methods, Values

Identifiers—*Social Science Observation Record, SSOR

The Social Science Observation Record is a systematic observation system. When used to provide feedback to preservice social studies teachers participating in a teach-reteach microteaching sequence, subjects obtained a significant increase in value-oriented student behavior. When used to analyze printed transcripts of mathematics teachers, teacher-student categories of the system were found to be related to the relative frequency with which teachers used conditional reasoning moves. When used to analyze the performance of preservice science teachers involved in microteaching, the teacher-student categories were found to be associated with growth in the frequency of probing questions. The implications are that (1) similar

profiles result from different training approaches, (2) the effects of component skills on student verbal patterns can be analyzed, and (3) it appears probable that mathematics, science, and social studies teachers can learn to recognize and evoke similar valuing operations from students as a result of microteaching experiences. (Author)

ED 093 960 TM 003 778

Halderson, Judith S. Glasnapp, Douglas R.

Error Rates of Multiple F Tests in Factorial ANOVA Designs.

Pub Date Apr 74

Note—24p.; Paper presented at American Educational Research Association Annual Meeting (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Analysis of Variance, Computer Programs, Error Patterns, *Hypothesis Testing, Sampling, *Tests of Significance

The primary purpose of the present study was to investigate empirically the effect of multiple hypothesis testing on error rates in factorial ANOVA designs under a variety of controlled conditions. The per comparison, per experiment, and experimentwise error rates were investigated for three hypothesis testing procedures. The specific conditions manipulated included: (1) the number of factors in the design, (2) the number of levels of each factor, (3) the number of observations per cell, and (4) the population values of each null hypothesis (magnitude of the effect). A Monte Carlo computer simulation procedure was used for generation of the data. Type I and Type II errors were tabulated where appropriate for the three error rates. (Author)

ED 093 961 TM 003 779

Law, Alexander I.

Major Changes in the California State Assessment Program.

Pub Date Apr 74

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Educational Assessment, Educational Legislation, Program Evaluation, *State Programs, State Surveys, Test Construction, *Testing

Identifiers—*California State Assessment Program

According to a new law, state testing in California should be directed toward broad program evaluation rather than the diagnostic assessment of individual students which should be the responsibility of each local district. The data from the state testing program is used primarily for public information and to facilitate decision making at the state level. Four basic types of decisions are identified as needs assessment, funding decisions, funding exemplary programs, and program evaluation. The new legislation allows California to develop its own tests that can be made more relevant to California's needs than commercially available tests. Considerable effort, therefore, has been devoted to the specification of objectives that the test should assess. The steps involved in the process of test development are outlined. School means are the lowest level of analyses and multiple regression analysis was chosen to calculate expected scores from socioeconomic and other background information. A number of developmental research projects will be conducted as the program is implemented. (RC)

ED 093 962 TM 003 780

Benedict, Larry

Practical Guide for (Educational) Evaluation.

Capital Region Education Council, West Hartford, Conn.

Pub Date 74

Note—91p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Administrator Guides, *Decision Making, Educational Improvement, Educational Needs, *Evaluation, Evaluation Methods, *Guides

This booklet deals with the practical steps of educational evaluation: who should negotiate the contract? Who initiates evaluation? What are "goals process" and "parts process" and how are they matched? What are the steps in putting the

process of evaluation into operation? What are the criteria for assessing observational techniques? What data need to be collected? Once a decision-maker has a report of evaluation, what will he do with it? Suppose a school district has limited resources, what can the decision-maker do? A glossary is provided at the end of the booklet so that the reader will know what the writer means by some words or terms used. This guide will be followed by booklets addressed to specific audiences: e.g., members of the boards of education, administrators, teachers and parents. (BB)

ED 093 963 TM 003 781

Potter, James A.

The Use of Information Based Evaluation in Evaluating the Diagnostic Teaching Center.

Pub Date Apr 74

Note—19p.; Paper presented at joint session of the American Educational Research Association and the National Council on Measurement in Education (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Diagnostic Teaching, Educational Strategies, Feedback, Handicapped Students, *Information Utilization, Objectives, *Program Evaluation, *Teacher Centers

Identifiers—*Information Based Evaluation

Information Based Evaluation (IBE) is identified as a design procedure for assessing a variety of projects, programs, and educational changes. IBE was used to evaluate a Comprehensive Diagnostic Teaching Center (DTC) which, in addition to providing teacher training and services to handicapped pupils, would bring together and focus all of the resources of the Indianapolis Public Schools on this problem. Students were referred to the DTC by the school psychologist usually in cooperation with the classroom teacher. The philosophical approach which guided the diagnostic activities of the DTC is that of diagnostic/prescriptive teaching seen as an on going educational process wherein instructional strategies, selected as a result of diagnostic activities are matched to a student's unique learning mode. IBE places the information needs of concerned persons as the overriding concern of any evaluation. Reasons are stated indicating the inadequacy of traditional performance objective evaluation. However, IBE is not free of the use of objectives; their use is justified when feedback is important to information users. When looking at the evaluation process for any program, it is recommended that one concept of evaluation is adopted and maintained through the life of the project insofar as possible. (RC)

ED 093 964 TM 003 782

McAllister, Edward W. C.

Educational Implications of a Biopsychological Model of Learning.

Pub Date 73

Note—23p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavior Patterns, *Educational Environment, Educational Improvement, Educational Research, Learning Processes, *Learning Theories, Models, Neurological Organization, *Reinforcement, *Retention, *Verbal Communication

Modern psychological theory implies that behavior and neural function are correlated. Models of the operation of the nervous system can be used to predict and explain behavioral events. The purposes of this paper are to briefly outline a model at the biopsychological level that leads to predictions about the retention of verbal material, to show from the research that such predictions are confirmed, and to suggest some educational applications that might improve the retention of written and verbal material. (BB)

ED 093 965 TM 003 783

McCauley, Mary H.

The Myers-Briggs Type Indicator and the Teaching-Learning Process.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Students, *Individual Characteristics, *Learning Processes, *Personality Theories, Predictor Variables, *Psychological Patterns, Teaching, *Typology Identifiers—Jung (Carl), *Myers Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) was developed specifically to make possible the implementation of Carl Jung's theory of type and is concerned mainly with conscious elements of the personality. It assumes that to function well, an individual must have a well-developed system for perception and a well-developed system for making decisions or judgments. Four interacting preferences are used to generate each of sixteen types. In each type, one pole of each of the four preferences is preferred over the other, and through use becomes more highly developed. The four preferences are: Extroversion or Introversion, Sensing or Intuition, Thinking or Feeling, and Judgment or Perception. The types are described in detail and the concepts are illustrated with data from a sample of 3275 freshmen and transfer students who entered the University of Florida in September, 1972. An overview of research that has been conducted on the teaching-learning process with the MBTI is presented. Past data and present research indicate that the use of type as an organizing principle increases the power of prediction in educational research. (RC)

ED 093 966 TM 003 818

Bergquist, William H. And Others

Exploring the Needs for Competency Measures in Eight Occupational Fields: Position Reports of Task Forces.

College Entrance Examination Board, Denver, Colo.; Educational Testing Service, Princeton, N.J.; Western Interstate Commission for Higher Education, Boise, Idaho.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—200p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—Accounting, Agribusiness, *Certification, Child Care Occupations, College Credits, Data Processing Occupations, Electrical Occupations, Electronic Technicians, *Equivalency Tests, Evaluation Needs, Management, *Occupational Tests, Police, Post Secondary Education, Secretaries, *Special Degree Programs, Test Reviews, Tests

Identifiers—*Competency Measures

These position reports describe the findings of task forces which focused on the need to translate work-related experience into degree or certificate credit at postsecondary institutions. The eight occupational fields examined included Accounting, Agribusiness, Data Processing, Day Care, Electronics Technology, Management, Police Science and Secretarial Science. A task force delineated each field, identified the measurement needs of individuals and postsecondary institutions, identified and evaluated available instruments and procedures, determined the new instruments and procedures that need to be developed and suggested ways to implement new occupational assessment programs. (Author)

ED 093 967 TM 003 820

Newcomb, Lawrence H. Warmbrod, J. Robert

The Effect of Contract Grading on Student Performance.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 74

Note—15p.; Summary of Research Series

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Achievement, *College Students, *Grading, Participant Satisfaction, Predictor Variables, Student Attitudes

Identifiers—*Contract Grading

This study was designed to investigate the effect of contract grading on the following variables: student performance on a cognitive posttest, final grade received in the course, student attitude toward the course, the amount of assigned reading completed by the students, the amount of time students devoted to the course, and the degree to which students perceived their individual needs to be met by the course. Six hypotheses were formulated and investigated.

Subjects were students in two sections of a college course and the sample was replicated using the same course the following terms. Contract grading was randomly assigned to one section and conventional grading was assigned to the other section. The same instructor taught both groups. Contract grading affected student performance no differently than did conventional grading. A recommendation is made that a subsequent experiment be conducted employing a design allowing all that was done in this study while specifying a more accurate definition of conventional grading. The appendix contains the grade contract used in the study. (RC)

ED 093 968 TM 003 821

Mash, Eric J. And Others

The Response-Class Matrix: A Procedure for

Recording Parent-Child Interactions.

Oregon Univ., Portland. Medical School.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Pub Date 73

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Behavior Problems, *Behavior Rating Scales, Family Counseling, Family Relationship, Interaction Process Analysis, *Measurement Techniques, *Parent Child Relationship, Therapy

Identifiers—Observation Techniques, *Response Class Matrix

A procedure is described for recording dyadic social interactions between family members. The procedure is presented within the context of general considerations for recording behavior, and the specific rationale underlying the present technique is given. Functional definitions for several behavior categories are included and an example of how the technique might be applied to an individual treatment case is presented. The recording procedure should provide family workers in both research and applied settings with a functional tool for identifying problem behaviors, as well as describing some of the antecedent and consequent stimulus events which might be contributing to their maintenance within a family. (Author)

ED 093 969 TM 003 822

Owens, Thomas R. And Others

Curriculum Definition and Evaluation in Employer-Based Career Education (Dewey Streaks Through Career Education).

Pub Date [Apr 74]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Career Education, *Curriculum Development, *Curriculum Evaluation, Educational Programs, High School Students, Learning Processes, Work Experience

Identifiers—*Dewey (John), EBCE, Experience Based Career Education

In an attempt to develop a theoretical framework with which to evaluate a Comprehensive Experience-Based Career Education (EBCE) Project, the assumptions underlying this model of career education are discussed. The curriculum and learning strategies of the EBCE programs are described, and it is demonstrated how John Dewey's philosophy can serve as a model in helping to understand the full implications of such a program. Special interest is given to the implications for the evaluation of experience-based programs, and the problems and challenges encountered are given attention. The primary goal of the EBCE projects is to integrate a student's knowledge of a variety of careers with the acquisition of cognitive, interpersonal, and affective skills through a series of planned experiences with identified learning outcomes. The benefits of an experience-based system are noted, but also described are many of the difficulties inherent in it, especially for evaluation. It is concluded that evaluation must bend to accommodate the experience-based educational system. (Author/RC)

ED 093 970 TM 003 823

Greene, John F. Zirkel, Perry A.

The Validation of an Instrument to Assess Attitudes Toward the Puerto Rican, Black-American and Anglo-American Cultures.

Spons Agency—Bridgeport Univ., Conn.

Pub Date 73

Note—20p.; Paper presented at American Educational Research Association Annual Meeting (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—American Culture, *Attitude Tests, *Cultural Awareness, Elementary School Students, Negro Culture, Puerto Rican Culture, *Racial Attitudes, Test Construction, *Test Reliability, *Test Validity

Identifiers—TAS, Tri Cultural Attitude Scale

The purpose of this study was to determine the reliability of the Tri-Cultural Attitude Scale (TAS). Based on the results of a sample of 336 Puerto Rican, Black-American and Anglo-American elementary school pupils in a large Connecticut city, the authors found generally significant relationships between the TAS and various criterion measures. Moreover, they found relatively good test-retest and split-half reliability coefficients, particularly for the Puerto Rican sub-sample. The TAS appears to be a positive step toward meeting the need for adequate affective assessment in bilingual/bicultural and other culturally pluralistic educational projects in the early grades. (Author)

ED 093 971

TM 003 824

Stallings, Jane

An Implementation Study of Seven Follow Through Models for Education.

Stanford Research Inst., Menlo Park, Calif.

Pub Date Apr 74

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Class Management, *Classroom Observation Techniques, Comparative Analysis, Educational Innovation, Elementary School Students, Instructional Improvement, *Models, *Program Evaluation, Self Contained Classrooms, Self Directed Classrooms, Teacher Characteristics

Identifiers—*Project Follow Through

This document addresses itself to three aspects of the Follow Through Classroom Observation Study: (1) the extent of implementation in the classroom, (2) the relationship of training and teacher characteristics to classroom implementation, and (3) the relationship of student outcome to classroom implementation and program characteristics. The sections on sponsor implementation provide convincing evidence that teachers are conforming to sponsor specifications. There is little deviation between classrooms on implementation variables, and, except for one sponsor, Educational Development Center, the models differ statistically from non-Follow Through. Follow Through teachers have both the understanding of the model, since each sponsor's group of teachers described their own classrooms quite consistently on the structure/flexibility scale, and the ability to implement the model as proven by the systematic observations. The children's test scores are also reported. (BB)

ED 093 972

TM 003 825

Proceedings of the Invitational Conference on Measurement in Education: Educational Measurement and Curriculum Change (Tallahassee, Florida, October 12-13, 1973).

Pub Date 74

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Conference Reports, *Curriculum Development, *Futures (of Society), *Measurement, *Testing

The speeches of John Dobbin and Irvin J. Lehman to the Invitational Conference on Measurement in Education are presented. In Lehman's paper, "Testing in the Year 2001", he states that testing in the future, or in any year, must provide data to assist students, parents, professional educators, tax payers, and legislators in the decision making process. Topics touched on are: technological advances in testing, including progress in optical scanners and equipment; sequential testing; item format; conceptual advances including more emphasis on testing in the affective and psychomotor domains; item matrix sampling; tab tests; tests to assist career guidance decisions; score reporting, criterion and norm-referenced tests. He also comments on such things as social and public concerns, invasion of

privacy, and culture fairness. In Dobbin's speech, "Measurement and the Curriculum", he discusses what he considers some valid criticisms of the fact that curriculum is unrelated to reality. He predicts the end of standardized testing as we know it, comments on accountability in the future, criterion referenced testing, and postulates some possible avenues to pursue in the future regarding curriculum and evaluation. (RC)

ED 093 973

TM 003 828

Bryk, Anthony S.

The Brookline Early Education Project: Resolving Methodological Issues in Evaluating an Early Childhood Education Program Model.

Pub Date 73

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Cost Effectiveness, Early Childhood Education, *Educational Diagnosis, *Evaluation Methods, Identification, *Models, *Preschool Programs, Program Evaluation, *Research Methodology

Identifiers—BEEP, *Brookline Early Education Project

The Brookline Early Education Project (BEEP) was initiated to determine the cost effectiveness of providing comprehensive diagnostic and educational services for 285 very young children and their parents. The primary goal of the program is to bring the family, the school, and the medical profession into a working relationship early in the child's life, thus hoping to ensure maximal opportunity for success in the school years. In planning BEEP, a number of methodological issues arose. This paper discusses the resolution of the following three issues: (1) the control group, (2) the generalizability of results, and (3) the relative importance of process versus outcome assessment. (Author)

ED 093 974

TM 003 829

Thrash, Susan K. Porter, Andrew C. Invalidity of a Current Method for Estimating Reliability.

Pub Date [74]

Note—12p.; Paper presented at National Council on Measurement in Education Annual Meeting (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Comparative Analysis, Correlation, Measurement Techniques, *Sampling, *Testing Problems, *Test Reliability

The purpose of this paper is to prove that one currently recommended method of obtaining the reliability of an instrument defined on a population of aggregate units is invalid. This method randomly splits the aggregate into two halves, correlates the two half unit scores by a Pearson product moment correlation coefficient, and corrects the correlation coefficient using the Spearman-Brown prophecy formula. Our approach was to compare this procedure to the standard method of forming random split halves of items on the test. In addition the reliability of an instrument was obtained by both methods. It was found that the currently recommended method is an underestimation of the reliability of a test defined on an aggregate. (Author)

ED 093 975

TM 003 831

Brennan, Robert L. Light, Richard J. Measuring Agreement When Two Observers Classify People Into Categories Not Defined in Advance.

Pub Date May 73

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Analysis of Variance, Correlation, *Hypothesis Testing, *Rating Scales, *Reliability, *Sampling, Tests of Significance

Basic to many psychological investigations is the question of agreement between observers who independently categorize people. Several recent studies have proposed measures of agreement when a set of nominal scale categories have been pre-defined and imposed on both observers. This study, in contrast, develops a measure of agreement for settings where observers independently define their own categories. Thus, it is possible

for observers to delineate different numbers of categories, with different names. Computational formulae for the mean and variance of the proposed agreement measure are given; further, a statistic with a large-sample normal distribution is suggested for testing the null hypothesis of random agreement. A computer based comparison of the large sample approximation with the exact distribution of the test statistic shows a generally good fit, even for moderate sample sizes. Finally, a worked example involving two psychologists' classifications of children illustrates the computations. (Author)

ED 093 976

TM 003 832

Butt, Richard L. Wideen, Marvin F.

The Development, Validation, and Use of an Arbitrary Implementation Scale (AIS) as a Basis for Ex Post Facto Curriculum Evaluation.

Pub Date [Apr 74]

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974) For a related document, see TM 003 870

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Correlation, *Junior High Schools, *Models, Objectives, Rating Scales, *Science Curriculum, Statistical Analysis, *Summative Evaluation, Test Validity

Identifiers—*Arbitrary Implementation Scale, Canada, Saskatchewan

Current curriculum evaluation models tend to cater to desirable or ideal situations and offer little help to the evaluator of ongoing curricular innovations, many of which are characterized by little assistance or control of implementation, little monitoring or supervision of operation, and haphazard postimplementation modification or development. This paper describes the conception, operationalization, validation, and role of an Arbitrary Implementation Scale (AIS) in an ex post facto curriculum evaluation model which facilitated the provincewide assessment of an inquiry oriented junior high school science curriculum in Saskatchewan operating within the context described above. The AIS is included in the appendix of this report. (Author/RC)

ED 093 977

TM 003 833

Draper, John F.

On the Expectations of Mean Squares Based on Nonindependent Variates in Factorials.

Pub Date [Apr 74]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Analysis of Variance, *Expectation, *Hypothesis Testing, Mathematical Models, Matrices, Statistical Analysis

A study was made of the problem of representing the expectations of mean squares associated with analysis of variance sources of variation for experimental designs. These designs have a factorial structure over repeated measures or, for some other reason, have variates within a factorial design not all of which are mutually independent. A simple means of expressing these expectations was developed, and an example is presented from which generalization should be apparent. Implications are discussed. (Author)

ED 093 978

TM 003 834

Stetz, Frank P.

Toward Better Assessment of Student Achievement in Informal Educational Settings.

Pub Date [Apr 74]

Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Achievement, Achievement Rating, *Criterion Referenced Tests, *Evaluation, Literature Reviews, *Open Education, Student Records, *Testing

The research literature on open education has reported various studies describing and qualifying the term "open" in education and in attitudes of teachers involved in such programs. To date, very few large scale endeavors to assess student achievement in open education have been completed. Studies which have been done have not shown the hoped for increased gains over more traditional programs. This paper reviews the

pertinent literature on these informal educational settings, proposes a more relevant assessment model for cognitive growth in such programs utilizing criterion referenced measurement, and proposes a more adequate system of reporting student achievement. (Author)

ED 093 979 TM 003 835

Doherty, Victor W. Hathaway, Walter E.
Toward A Comprehensive Validated System of Classification of Knowledge, Process, And Value Student Learnings.

Pub Date Apr 74
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, *Classification, Educational Needs, *Educational Objectives, Goal Orientation, *Knowledge Level, *Learning Processes, Student Needs, Validity, *Values

The increasing trend toward the formulation of student learnings in goal-based rather than textbook-based organizations, and the steadily growing concern for openness and flexibility in education have created a pressing need for a comprehensive, validated system for classification of knowledge, process, and value student learnings. Such a system serves as a means of communication and as a framework for educational research and development. The insights and end products of a two-year program of cooperative research which has involved public school teachers, evaluators, curriculum specialists, and university researchers in an effort to design and test such a system are described. (Author)

ED 093 980 TM 003 836

Chuang, Ying C.
Three Aspects of Evaluation Methodology.

Pub Date [69]
Note—4p.; Paper presented at the Annual Convention of the American Vocational Association (63rd, Boston, Massachusetts, December 1969)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Evaluation Methods, *Models, *Vocational Education

This paper discusses the three facets of evaluation which could be used in vocational education. The evaluation could fall into three dimensions: (1) the content dimension consisting of input, process, and output evaluation; (2) the operational dimension consisting of the following criteria: fakability, validity, desirability, probability, and reliability; and (3) the product dimension consisting of hypothesis, methodology, results, discussion, and recommendations. (Author/RC)

ED 093 981 TM 003 837

Periberg, Arye And Others
The Combined Use of Focusing on a Specific Skill and TDS Feedback, Help or Hindrance in Improving Teacher Training: A Three Year Study. First Draft.

Pub Date Apr 74
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Change, *Classroom Observation Techniques, *Feedback, *Microteaching, Observation, Student Teachers, Teacher Behavior, *Teacher Education, Teaching Procedures, *Teaching Skills
Identifiers—Category Observation Systems, *Technion Diagnostic System (TDS)

One hundred and forty-eight student teachers from Israel Institute of Technology were subjects of an experiment investigating effectiveness of microteaching alone as compared with a category observation system as a training method, and interaction between the two when combined. Thirty-two subjects were assigned at random to each of the four cells of the 2 x 2 factorial design. Data was gathered by the Technion Diagnostic System (TDS) category observation instrument. Analysis of covariance results lead to the conclusion that while microteaching improves simple technical skills, TDS feedback of the entire lesson produces better results in achieving higher level objectives, even better than the combined use of the two systems. (Author)

ED 093 982 TM 003 838

Reisman, S. And Others
Curriculum Guideline Implementation Evaluation in Ontario.

Systems Research Group, Toronto (Ontario).
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date [Apr 74]

Note—73p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Administrative Personnel, *Curriculum Evaluation, *Data Collection, Questionnaires, *School Personnel, *State Curriculum Guides

Identifiers—*Ontario

Elementary and secondary school curriculum development and implementation in Ontario is guided by pamphlets (curriculum guidelines) from the Ministry of Education. The diverse nature of these pamphlets caused the Ministry to initiate the design of instruments to determine the meaningfulness and effectiveness of the guidelines throughout the province. Consequently, Systems Research Group developed and conducted extensive sets of field tests of questionnaires, data analysis techniques, and reporting structures to enable the ministry to examine guideline distribution, comprehension, utility and impact. A 1973 data base was created from the mailing of 25,000 questionnaires. A corresponding Five Year Plan was designed to permit the ministry to evaluate changes in guideline implementation strategies by examining the recommended reporting structures or performing analyses of their own on the existing data. (Author)

ED 093 983 TM 003 839

Spotts, James V. Mackler, Bernard
The Relationship of the Field-Dependent and Field-Independent Cognitive Styles to Creative Test Performance.

Spons Agency—Kansas Neurological Inst., Topeka.
Pub Date [67]
Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Cognitive Development, College Students, Comparative Analysis, Creativity, *Locus of Control, Methodology, *Personality Tests, Personality Theories, Test Validity
Identifiers—Cognitive Style

One hundred and thirty-eight undergraduate college males were administered individual and group measures of perceptual field-independence. Most of these subjects were also administered two measures of intelligence and a battery of tests of creativity. Comparisons were made of the creative test performance of three groups of 15 subjects each, matched for Otis IQ and drawn from field-dependent, field-central, and field-independent subject categories. Similar comparisons were made with independent groups drawn from the same perceptual orientation groupings. It was predicted that field-independent subjects would obtain higher scores on tests of creative ability than would field-dependents. Individuals with field-independent cognitive styles were found to be consistently more creative on the tasks used in this study than individuals with field-dependent orientations. Factor analysis of all test scores for 114 subjects revealed six creativity factors and one factor composed of IQ and perceptual test scores. Significant relationships were found between individual and group measures of field-independence. Both measures of perceptual field orientation were correlated with factors commonly measured in intelligence tests. (BB)

ED 093 984 TM 003 840

Moore, Vivian R. Senungeek, Joseph E.
Statewide Community Participation in Needs Assessment.

Pub Date [Apr 74]
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication Problems, *Community Involvement, *Educational Assessment, *Educational Needs, Ethnic Groups, *Intercultural Programs, School Organization, State Programs, State Surveys, Workshops

Identifiers—*Alaska, Cross Cultural Education Programs

The Alaska Educational Program for Intercultural Communication is developing a method of needs assessment which is unique to the state, possibly to the nation. The staff is comprised of highly creative and intercultural sensitive people, all uncredentialed in evaluation. Their task has been to develop structures which foster communication where it has not previously occurred, between white school teachers and administrators, and Native parents and board members. As educational needs have been identified, working relationships have been built so that constructive action toward resolution of problems begins with the needs assessment. (Author)

ED 093 985 TM 003 841

Follman, John And Others
Kinds of Keys of Student Ratings of Faculty Teaching Effectiveness.

Pub Date [Apr 74]
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, *College Teachers, *Effective Teaching, Measurement Techniques, *Rating Scales, Reliability, *Response Mode, *Teacher Rating, Testing Problems

Three substudies of effects of different formats on student ratings of faculty teaching effectiveness were conducted. One substudy investigated Kinds of Keys, Agreement, Evaluation, and Needs Improvement. The second, NO TUP, (New Observation of Teaching of University Professor Rating Scale), investigated numbers of positive rating categories. The third, Wording, investigated the same items worded positively, negatively, and neutrally, respectively. Practically important differences in level of ratings obtained in Kinds of Keys, and practically and statistically significant differences obtained in NO TUP and Wording. Additional research is necessary to determine if apparent differences in teaching effectiveness are actually differences in teaching effectiveness or differences in the methods of measurement. (Author)

ED 093 986 TM 003 842

Torop, Nancy R.
The Effects of Adult Evaluation on Elementary School Children's Work and Social Interaction: An Experimental Study of Affective Tone and Helpfulness.

Pub Date [Apr 74]
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Elementary School Students, *Feedback, Negative Reinforcement, Positive Reinforcement, Sex Differences, *Social Relations, *Student Behavior, *Student Evaluation

This investigation was concerned with the effects of negative evaluations by an adult on elementary school children's social interactions and performance. A two-component theory of evaluation called for experimental creation of evaluative comments which involved two degrees of strength of criticism and two degrees of helpful information provided by the criticisms. While the major hypotheses were generally confirmed, significant interaction effects between evaluative variables and sex of pupils occurred. Implications for the use of teacher evaluation in the classroom and the use of experimentally controlled simulated classroom techniques for social psychological educational research are discussed. (Author)

ED 093 987 TM 003 843

Parsons, Jane S. Fuller, Frances F.
Concerns of Teachers: Recent Research on Two Assessment Instruments.

Pub Date [Apr 74]
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Comparative Analysis, Educational Research, Factor Analysis, Individual Differences, *Inservice Education, *Preservice Education, *Teacher Attitudes, *Tests

Identifiers—Teacher Concerns Checklist, Teacher Concerns Statements

Summarized briefly is the research conducted at the University of Texas on the concerns of teachers. Two branches of research have been pursued. The distinction lies in the type of assessment used. The first, the Teacher Concerns Statement (TCS), an open-ended free-response instrument, asks the question: "When you think about your teaching, what are you concerned about?" The second instrument, the Teacher Concerns Checklist (TCCL), asks the same question as the TCS and is followed by a list of 56 items. The subject responds by placing a check under one of five categories representing the degree of concern felt. Studies of the TCS and TCCL have led to the conclusion that teachers are most concerned about: self-survival, teaching, impact on pupils, and about the teaching situation. The TCCL promises to be a viable research instrument, largely because of its improvement over the earlier TCS in terms of reliability and increased ease in scoring. (RC)

ED 093 988 TM 003 844

Reichert, Conrad A.

The Effects of Race on Test Taking.

Pub Date [Apr 74]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Caucasians, *Examiners, High School Students, Negroes, *Race Influences, *Racial Differences, *Response Style (Tests), *Test Bias

Identifiers—*Examinees

A test was constructed which would evoke racial preferences, and 72 black and 55 white 10th-graders were individually tested by two black and two white test givers. There was a distinct black as opposed to a distinct white response to the test items; however, the races of the test givers did not influence the way the subjects responded to any of the test items. (Author)

ED 093 989 TM 003 845

Klitgaard, Robert E.

Achievement Scores and Educational Objectives.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—R-1217-NIE

Pub Date Jan 74

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Academic Achievement, *Achievement Tests, *Educational Improvement, *Educational Objectives, Evaluation Needs, *Evaluation Techniques, Scores, Social Background, *Test Results

This report deals with new ways to look at achievement test scores as measures of educational outcomes. It attempts to show how existing data might be used more productively by planners and evaluators, by suggesting how test score statistics other than the mean might be used, and how they might indicate success along a wide variety of educational objectives. The report is a theoretical effort in which the empirical behavior of the proposed new statistics is examined briefly. (BB)

ED 093 990 TM 003 846

Fremer, John

Developing Tests for Assessment Programs: Issues and Suggested Procedures.

Educational Testing Service, Princeton, N.J.

Center for Statewide Educational Assessment.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Educational Assessment, Evaluation Methods, *Test Construction, *Testing, Test Selection

This paper attempts to provide practical guidance to those individuals responsible for selecting or developing instruments for assessment programs. The question of what to measure in an assessment program is addressed at a global and a specific level. Once a developer has identified the areas to be assessed, it is necessary

to consider the reporting plans for the program. Whether reporting is by group or individual, the nature of the reporting planned and the types of instruments needed to accomplish it need to be considered. After assessment areas are selected, appropriate instruments need to be selected. Some helpful sources (listings and evaluations of existing tests) are given. In the development of new assessment instruments, six areas are to be considered: initial planning and allocation of responsibility, development of instrument specifications, item development, pretesting, use of item analysis, and final test assembly. Each of these areas is considered at some length. (Author/RC)

ED 093 991 TM 003 847

Demiany, Frances E. Mulgrave, Norman W.

An Investigation of Sex Differences and Social Desirability in the Edwards Personal Preference Schedule.

Pub Date [Apr 74]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Students, *Personality Tests, Personal Values, *Response Style (Tests), *Sex Differences, Social Values, Statistical Analysis

Identifiers—*Edwards Personal Preference Schedule, Social Desirability

Subjects were divided into three groups. Group 1 took the entire Edwards Personal Preference Schedule (EPPS). Group 2 rated the individual items from the EPPS using the original definitions of social desirability and personal desirability. Group 3 rated the individual items from the EPPS using redefinitions of social and personal desirability. Results indicated fewer sex differences today than in the 1950's. There were no differences in item scale value under any of the definitions of social or personal desirability. Results may show a need for restandardization of the EPPS. (Author)

ED 093 992 TM 003 848

Jacko, Edward J. Huck, Schuyler W.

The Effect of Varying the Response Format on the Statistical Characteristics of the Alpert-Haber Achievement Anxiety Test.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Achievement Tests, *Anxiety, College Students, Comparative Analysis, *Response Mode, Test Construction, *Testing Problems, Test Reliability, Test Validity

Identifiers—*Alpert Haber Achievement Anxiety Test

The Alpert-Haber Achievement Anxiety Test was developed to measure the extent to which individuals experience test anxiety. In at least two published studies, the authors claim to have used the test when in fact the response format was changed from that used in the original instrument and the "buffer" items were omitted. To investigate the possibility that these seemingly minor alterations might change the statistical characteristics of the Achievement Anxiety Test, 104 Ss were randomly assigned to each of the three versions of the Achievement Anxiety Test—the original and the two "revisions." An analysis of covariance revealed significant differences between the three forms on all three possible scales: Facilitative, Debilitative, and Facilitative-minus-Debilitative. The three versions of the Achievement Anxiety Test also differed in terms of intra-form correlation between the Facilitative and Debilitative scales and internal consistency reliability estimates. Also of interest is the finding that, within each of the three forms, the negative correlation between Facilitative and Debilitative scales caused the Facilitative-minus-Debilitative scale to yield a higher reliability coefficient than either the Facilitative scale or the Debilitative scale. (Author)

ED 093 993 TM 003 849

Brennan, Robert L.

Some Potential Uses of Decision-Theoretic (Confidence) Testing in the Analysis of Criterion-Referenced Item Data.

Pub Date [74]

Note—43p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Confidence Testing, *Criterion Referenced Tests, Guessing (Tests), *Item Analysis, Response Style (Tests), Statistical Analysis, Test Reliability, True Scores

An attempt is made to explore the use of subjective probabilities in the analysis of item data, especially criterion-referenced item data. Two assumptions are implicit: (1) one wants to obtain a maximum amount of information with respect to an item using a minimum number of subjects; and (2) once the item is validated, it may well be administered in the classical correct/incorrect manner. One way to satisfy these assumptions is to initially administer the unvalidated item to a small number of subjects using confidence testing procedures. Then subjective probabilities can be translated to pseudo-classical item scores which are, at least in theory, guessing-free. Using pseudo-classical scores, a relatively sophisticated item analysis table can be constructed, typical item statistics can be calculated, and a kind of item reliability independent of total test reliability can be assessed. As a useful bridge between subjective probabilities and classical correct/incorrect scores, pseudo-classical scores appear to be of potential use in the analysis of criterion-referenced items. (Author/RC)

ED 093 994 TM 003 850

Alcamoni, Lawrence M.

The Relation of Sample Size to the Number of Variables in Using Factor Analysis Techniques.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No.—TR-4

Pub Date Feb 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Correlation, *Factor Analysis, *Factor Structure, *Matrices, *Sampling, Statistical Bias

The relationship of sample size to number of variables in the use of factor analysis has been treated by many investigators. In attempting to explore what the minimum sample size should be, none of these investigators pointed out the constraints imposed on the dimensionality of the variables by using a sample size smaller than the number of variables. A review of studies in this area is made as well as suggestions for resolution of the problem. (Author)

ED 093 995 TM 003 851

Shuford, Emir H., Jr.

The Student as an Assessor of Uncertainty: Some Statistical Measures Useful for Feedback to the Student.

Rand Corp., Santa Monica, Calif.

Pub Date [Apr 74]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974); Some charts may have marginal legibility

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Computer Programs, *Confidence Testing, *Feedback, Prediction, *Probability, *Response Style (Tests)

Identifiers—*Decision Theoretic Testing

A discussion is provided of some statistical measures and graphical information that, when used as feedback to the student, facilitates his ability to assess his own uncertainty. These measures and graphs, which result from the application of least squares analysis and information theory to decision-theoretic testing, provide the student with the capability to compare perceived information with actual information. The possibility of improving his ability to communicate uncertainty using the language of probability is discussed. (Author/RC)

ED 093 996 95 TM 003 853

Owoc, Paul Johnson, Thomas J.

A Critical Survey of Tests and Measurements in Early Childhood Education.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date [Apr 74]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Classification, *Early Childhood Education, *Indexes (Locators), Response Mode, *Tests
Identifiers—Item Classification

The results of a project undertaken to develop a usable file of measures appropriate for use with children from birth through age 8 and to formulate a reliable system for cross-classifying instruments by construct and response methodology are presented. The completed file referenced 800 readily available measures from published and unpublished sources. The completed project included three methods of data retrieval: a series of indices, multiple inquiry keysort cards, and a computerized routine which prepared construct-response methodology profiles for each instrument. Uses of the file for developing uniform terminology and for examining instrument commonalities are discussed. (Author)

ED 093 997 TM 003 854
Novak, Carl D.

An Empirical Investigation of Multiple Matrix Sampling in an Elementary School Setting.
Pub Date [Apr 74]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, *Achievement Tests, Analysis of Variance, *Comparative Analysis, *Elementary Schools, *Item Sampling, Standardized Tests, Tests
Identifiers—Iowa Tests of Basic Skills, *Lincoln Nebraska Public Schools

This study involving 352 students was designed to verify empirically the a priori use of multiple matrix sampling procedures in an elementary school using a nationally normed, commercially published achievement test. The study focused on effect of changes in item context, effect of previous exposure to items, and relative effectiveness of multiple matrix sampling procedures. Results indicated that multiple matrix sampling estimates of the mean were more accurate and estimates of the variance were as accurate as comparable examinee sampling estimates. Changes in item context affected matrix sample variance estimates. Previous exposure to items affected matrix sample mean estimates. (Author)

ED 093 998 TM 003 855
Hines, Vynce A.

Suggested Evaluation Approaches.
Pub Date [Apr 74]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Evaluation Methods, *Middle Schools

It was hypothesized that a middle school organization embracing grades 5-8 would overcome certain inadequacies of a typical elementary and junior high school organization and would better cope with the social and educational needs of older children, preadolescents, and early adolescents aged 10-14. Regarding data collection, measurement techniques, testing concerns, statistical methods, followup studies, attendance figures, teacher attitudes, etc., 19 ways were formulated to test the hypothesis. It was suggested that the middle school evaluator should first find out whether the school is operating as a middle school. Then the decision should be made as to how much of the operation he has the resources to evaluate. It should be remembered that good sampling will save time and money and will secure further cooperation from those being evaluated while providing useful data. Finally measures should be gathered over time, sufficient time for the middle schools to have any impact, and particularly sufficient time to see what happens to middle school pupils when they proceed to the next level. (Author/RC)

ED 093 999 TM 003 856
Lynch, Mervin D. And Others

Development of the Minimood and Some Evidence of Its Validity and Stability.
Pub Date [Apr 74]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Anxiety, Elementary School Students, *Individual Characteristics, *Personality Tests, Test Construction, *Test Reliability, *Test Validity

Identifiers—Aptitude Treatment Interaction, *Minimood, Moods

The "Minimood" is the synonym chosen from the adult mood adjective checklist (MACL) to measure moods of elementary children. Ratings were obtained on mood and Children's Manifest Anxiety Scales (CMAS) for a 50-subject pilot and a 206-subject developmental sample in grades 1, 3, and 5. Twelve mood factors were identified. Aggression, Fatigue, Social Affection, Anxiety, Elation-egotism, Clowning, and Concentration. Nine correspond to adult MACL factors, and seven were stable across characteristics. The CMAS loaded with two factors on the pilot but was unique on the developmental sample, suggesting that the Minimood measures state, not trait anxiety. (Author)

ED 094 000 TM 003 857

Morin, Alfred J.

Educational Program Auditing: The Auditor's Perspective.
Pub Date [Apr 74]

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

For a related document, see TM 003 858
EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Accountability, *Educational Programs, *Program Evaluation
Identifiers—*Educational Program Auditing

The auditing concept is received from the perspective of one who has conducted audits since their inception. Using the case study approach, a number of the major issues which practitioners have confronted in the conduct of the audit are considered. The inherent conflicts in the auditor's role as an independent certifier of the results of the program, on the one hand, and as a technical advisor, on the other are treated. Program audit of the future will provide a valuable resource at the local level. It will be incorporated into ongoing educational programs and find application in all discipline areas. (Author/RC)

ED 094 001 TM 003 858

Seligman, Richard

Educational Program Auditing: The Research Perspective.
Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974); For a related document, see TM 003 857

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Decision Making, *Educational Accountability, *Educational Programs, Evaluation Techniques, *Program Evaluation, Research Utilization

Identifiers—*Educational Program Auditing

The results of a major study on the topic of evaluation and decision making which was conducted at the Center for the Study of Evaluation are presented. The purpose of this paper is to explain what we know about independent educational accomplishment audits and the manner in which they have been carried out. As part of the larger study cited above, data on the audits was obtained for a group of 39 bilingual education projects. The audit reports covered the bilingual programs during the 1970-71 school year. These reports were analyzed by at least two independent reviewers. The reviewers' ratings were recorded on the Audit Data Sheet, an instrument designed to tap essential information on the manner in which the audit had been conducted. In those cases where the raters' judgments did not coincide, a third rater reviewed the audit report in question and served as an independent adjudicator. This procedure yielded interesting and useful data on three principal features of the educational program audit: the procedures employed by the auditors, their judgments on the quality of the evaluation procedures, and the scope of the audit activities. (BB)

ED 094 002 TM 003 859

Weis, Susan F.

Evaluation of a Demonstration Program for Post-secondary Hospitality Education.
Pub Date [Apr 74]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Associate Degrees, Comparative Analysis, *Demonstration Programs, Economically Disadvantaged, Managerial Occupations, *Post Secondary Education, *Program Effectiveness, *Program Evaluation, *Service Occupations, Vocational Education
Identifiers—*Hospitality Education

A three-phase program evaluation effort employing comparison groups and a pre-post test design indicate formative guidelines for programs revision and summative results indicative of the effectiveness of a demonstration associate degree program for hospitality education. Program effectiveness is defined in terms of the program's enrollment of economically disadvantaged students. It is also defined in terms of its provision of (1) an adequate knowledge and skill base in food production, service, and management; (2) affective development in terms of vocational commitment; and (3) a basis which permits program graduates to compete with graduates from comparable programs for mid-management positions in the hospitality industry. (Author)

ED 094 003 TM 003 860

Iwanicki, Edward F. Madaus, George F.

An Empirical Study of the Contribution of Behavioral Objectives to Teaching and Learning.
Pub Date [Apr 74]

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Cognitive Objectives, Curriculum Design, *Evaluation Techniques, *Learning, Middle Schools, Models, *Teaching

Most of the literature on the instructional effects of operationally defining the objectives of a curriculum before implementation has been based on a logical, rather than an empirical, analysis of the instructional process. A model procedure was developed and used to examine empirically the contribution of the cognitive objectives of an instructional system to the instructional process within an operational middle school setting (grades 5-8). When valid tests were constructed, teachers were taught toward and students mastered the cognitive behaviors stated in the prespecified objectives of the curriculum. Although this relationship held for individual classes, comparison across classes for a grade level indicated that teachers had considerable instructional freedom when implementing the curriculum within the classroom. (Author)

ED 094 004 TM 003 862

Reeves, John M. Michael, William B.

The Application of the Stufflebeam Educational Decision-Making Model to the Evaluation of a Dental Team Training Program Involving Use of Paraprofessionals.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.
Pub Date [Nov 73]

Note—8p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Decision Making, *Dentistry, Educational Innovation, Educational Programs, *Formative Evaluation, Models, *Program Evaluation, *Team Training

Identifiers—CIPP, *Context Input Process Product Evaluation Model, Stufflebeam Comprehensive Decision Making Method

The results from application of Stufflebeam's comprehensive decision-making methodology—the context-input-process-product (CIPP) evaluation model—to the evaluation of a dental team training program with expanded functions of auxiliary personnel (paraprofessionals) at a school of dentistry are described. In view of the expectations of health care on the part of the American public, this training program was aimed at enhancing the capabilities of the dental profession to serve a large public at lower cost and with greater efficiency without a reduction of quality

in service. Thus for this innovative training program, it appeared essential to delineate, obtain, and provide useful information for: (1) planning decisions regarding appropriate change-oriented objectives based on a rationale of needs (facilitated by context evaluation), (2) structuring decisions concerning a choice of alternative designs, strategies, and procedures for conducting the program (served by input evaluation), (3) implementing decisions pertaining to carrying out and monitoring the program design and strategy (directed by process evaluation), and (4) recycling decisions concerning whether to continue, terminate, modify, or refocus the change activity (aided by product evaluation). (Author)

ED 094 005 TM 003 863

Smith, Nick L. Murray, Stephen L.

A Survey of Extant Development and Evaluation Models Used in Regional Educational Laboratories and Research and Development Centers. Northwest Regional Educational Lab., Portland, Oreg.

Pub Date [Apr 74]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Evaluation Techniques, *Models, *Regional Laboratories, *Research and Development Centers, Research Problems, *Surveys

Results are presented of a survey designed to elicit information from labs and centers on the types of development models that are currently being used in product development efforts and the evaluation strategies or models that have been found to be most compatible with them. The case is made that a great deal of research needs to be conducted on evaluation and development procedures before empirically based policy can be developed. Before such a research base could be provided, two significant conceptual problems have to be addressed. First, how does one define, identify, and describe development and evaluation models per se, and secondly, how does one determine when an instructional technology perspective is indeed more relevant than an industrial management or value research perspective? (Author/RC)

ED 094 006 95 TM 003 864

O'Connor, Patricia And Others

Improving Reliability in Assessment of Technic Products.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date [Apr 74]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Dental Schools, *Evaluation Criteria, *Performance Tests, Rating Scales, *Student Evaluation, *Test Reliability

For instructional materials to be certified as "effective," students must meet instructional objectives operationalized by criterion tests. By implication, evaluators must agree when criteria are or are not met. Fourteen instructors evaluated 10 posterior bridges. Interjudge agreements for total bridges and individual attributes were low, as they tend to be whenever dental technic products are evaluated. A method for developing more reliable rating forms is described. It consists of: (1) limiting discriminations to the dichotomous decision "acceptable"; (2) initially resolving differences among faculty; and (3) defining characteristics of acceptability on observable terms, and providing a photographic example of a minimally acceptable product for each attribute. (Author)

ED 094 007 TM 003 926

Foskett, William Young, Joseph

Search For Success. Toward Policy on Educational Evaluation.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date [Jun 74]

Note—41p.; For a related document, see ED 083 188

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Decision Making, Educational Assessment, *Educational Research, *Evaluation, *Evaluation Needs, Federal Government, *Government Role, Policy, Program Evaluation

The improvement of the validity and usefulness of evaluation research will require improving both the theory and technology of evaluation, and bettering the ways in which the federal government plans, organizes, and uses evaluation research. Three general kinds of evaluation research are currently practiced: analytic, process, and product. These are appropriate to each of three phases of government: planning/budgeting, operations, and effects. The conditions necessary to improve the quality of evidence which evaluation research provides for federal decision processes rest in the overlapping realms of legislation administration and technology. As the significance of evaluation research increases, its potential to harm will also increase. Therefore certain safeguards become necessary. These safeguards are discussed. The combined efforts of the Executive and the Congress should create and sustain an educational evaluation research system yielding evidence which searches out successes, permits successes to be weighed against failures, reviews the nature and effects of successes, provides sufficient evidence for responsible decision, and asks why successes or failures occurred. (Author/RC)

ED 094 008 95 TM 003 959

Bianchini, John C. Lore, Peter G.

Anchor Test Study. Equivalence and Norms Tables for Selected Reading Achievement Tests (Grades 4, 5, 6).

Educational Testing Service, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—74-305

Pub Date [74]

Contract—OEC-07-14758(248)

Note—97p.; For related documents, see TM 003 784-817

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01312, \$1.90)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—*Elementary School Students, *Equated Scores, Grade 4, Grade 5, Grade 6, *Manuals, National Norms, *Norms, Raw Scores, Reading Comprehension, *Reading Tests, Schools, Standardized Tests, Tables (Data), Test Results, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Test, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

This user's manual contains the major products of the data collection of the Anchor Test Study, a 34 volume report equating scores of eight widely used reading tests for grades 4, 5, and 6 in reading comprehension, vocabulary, and total reading. This manual provides: (1) equivalency tables which allow transformation of raw scores on one reading test to those of another, (2) new national individual and school mean norms tables, and (3) instructions for the use of the tables. Data are provided for the following eight tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Gates MacGinitie Reading Tests (1964), Iowa Tests of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). In addition to providing procedures (with illustrative examples) for using the data, the manual contains a brief summary of the study design and analyses. (Author/RC)

ED 094 009 UD 014 258

Anker, Irving

Chancellor's Report on Programs and Problems Affecting Integration of the New York City Public Schools.

New York City Board of Education, Brooklyn, N.Y.

Pub Date Feb 74

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Bus Transportation, Decentralization, Educational Administration, Ethnic Distribution, *Program Evaluation, *Public Schools, Racial Balance, *School Integration, School Location, Site Selection, Student Transportation, Transfer Programs, *Urban Schools

Identifiers—*New York City
Based on the firm conviction that integrated schools are vital to our efforts to provide quality education for all children, the New York City Board of Education has continued to assume a leadership role in developing and supporting programs aimed at reducing minority group isolation. A variety of techniques has been employed: selection of sites for new schools, zoning of new schools and rezoning of existing schools to improve ethnic balance, transfer programs that enabled thousands of students from racially isolated districts to attend better-integrated schools in other districts. The decentralization of the city school system in 1970 has placed the responsibility for many programs in the hands of the community school boards, but the central Board of Education has retained the responsibility for furthering integration wherever feasible, including pupil movement across school district lines. Those factors which are beyond the control of the school system have had the greatest impact on the programs for school desegregation and the reduction of minority group isolation. These include segregated housing; unemployment rates, especially among unskilled workers; growth of the population on welfare; influx of minority group poor from other areas; and others. (Author/JM)

ED 094 010 UD 014 259

Sciara, Frank J.

Project BIG (Black Image Growth). Model Cities Schools, Indianapolis Public Schools. Final Report.

Indianapolis Public Schools, Ind.

Pub Date 22 Jul 72

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Changing Attitudes, Curriculum Development, Economically Disadvantaged, Elementary School Students, Federal Programs, Identification (Psychological), *Inner City, Instructional Materials, Negro History, *Negro Students, Program Evaluation, Self Concept, *Self Esteem

Identifiers—*Indiana, Model Cities Program, Project BIG, Project Black Image Growth

Project BIG (Black Image Growth) was designed as an attempt to build self-pride in black fourth grade children through the inclusion of black Indiana history in their curriculum. Commercially available materials could not be used since few of the project children possessed the necessary reading skills. An attempt was made to create a variety of materials so that teachers could try different approaches. These materials include: coloring book on Indiana black history; test of knowledge of Indiana black history; "Black People in Indiana History," an easy-to-read 225-page book; a cassette tape of the book "Freedom Road"; and, curricular units for "Doing History." These units include: self history, family history, school history, community history, and state history. The Piers-Harris Children's Self Concept scale was administered pre and post. Fourth grade students whose teachers remained throughout the life of Project BIG were considered the experimental (or treatment) group. All other fourth grade Indianapolis Model Cities schools youngsters whose teachers were not a part of the aforementioned group were considered the control (or nontreatment) group. Children in the experimental group showed a comparative gain of 10 percent over the control group. (Author/JM)

ED 094 011 UD 014 268

Washin, George J.

Model Cities Impact on Better Communities.

Congress of the U.S., Washington, D.C. House

Committee on Banking and Currency.

Pub Date Dec 73

Note—75p.; Committee Print; Full report available as book entitled "Community Development Strategies: Case Studies of Major Model Cities"

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

UD

Descriptors—Case Studies, Citizen Participation, City Government, *Community Development, *Economically Disadvantaged, Economic Development, Educational Programs, *Federal Programs, Health Programs, *Inner City, Manpower Development, National Surveys, Poverty Programs, *Program Evaluation

Identifiers—Model Cities Program

This study focuses on eight cities in the Model Cities Program and the effects of the program on national urban policy and the ability of cities and counties to cope with urban problems. The cities (Boston, Chicago, Dayton, Indianapolis, Newark, New York, Savannah, and Seattle) were chosen not only for their geographic and population representativeness, but also because they were reported to be making some noticeable impact on their communities. However, these few cities have been used only as a base for an analysis of the full program. Findings of studies conducted by the Department of Housing and Urban Development and others (plus other studies done by the author) involving as little as one city and as many as all 147 cities in the Model Cities Program, are used for comparative purposes, to confirm or qualify some points. The document is in the form of eight case studies and deals with the major components of the Model Cities Program and what impact they have had on relieving urban problems in each area. Its focus is on the operation of local general government and how this has been affected by the objectives, organization, and methods imposed by the Model Cities Program. The overall analysis is a synthesis of these experiences and how they have measured up to the program's main objectives. (Author/JM)

ED 094 012 95 UD 014 310

An Evaluation of District Decentralized Projects—ESEA Title VII Program—in Community School District 14 of the New York City Public School System. Final Report.

Institute for Educational Development, New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 73

Note—27p.; Function Number 420-330

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Bilingual Education, Decentralization, *English (Second Language), Kindergarten, Paraprofessional School Personnel, Preschool Programs, Primary Grades, *Program Evaluation, Reading Programs, *School Districts, Spanish Speaking, Urban Schools

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *New York City

This is the final report of the Institute for Educational Development's evaluation of District 14's 1972-73 Title VII, 1965 Elementary Secondary Education Act, program. The Bilingual Early Childhood Center Program has completed its third year of operation. This year the program served approximately 200 students divided into seven classes; one prekindergarten, two kindergarten, two first grade, and two second grade classes. The staff included a project director, two community-liaison workers, seven teachers, and 11 paraprofessionals. About 85 percent of the students were Spanish-dominant. The aim of the bilingual program is to offer a school program in which children receive instruction in both English and Spanish depending on language dominance. According to long-range objectives in the area of academic performance, students should be at or above grade level in listening, speaking, reading, and writing in English by the end of the fourth grade. Furthermore, children should also be competent in Spanish. Another long-range goal is the creation of a positive orientation toward school. The instructional program consisted of language arts, mathematics, science, social studies, music, arts and crafts, and storytelling. The Distar instructional program was used for language arts and reading. (Author/JM)

ED 094 013 UD 014 311

Smilansky, Moshe

First Definitions Toward Development-Planning Advancement of Disadvantaged Pupils in the Decade 1975-1985.

Pub Date 74

Note—52p.; This document has been reproduced from the best available copy

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Compensatory Education, Compensatory Education Programs, Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, Educational Change, *Educational Development, Educationally Disadvantaged, Educational Needs, *Educational Planning, Ethnic Groups, Minority Group Children, Models, Socially Disadvantaged

Identifiers—*Israel

The first problem addressed here is our definition of the concept development-planning. The second problem is our definition of the disadvantaged today and in the future, that is, for whom is the planning effort directed. The third problem is the presentation of hypotheses and illustrations from various fields of activity, in order to demonstrate to ourselves and to others that our view and approach to the matter do indeed differ from existing ones. Development-planning is a rational, planned, comprehensive, and integrated effort to initiate and guide a process of systematic improvement of the educational system or parts of it. A study of the development of Israel's educational system reveals four major stages in the society's awareness of the problems of the disadvantaged in the past, and a fifth stage, which should shape the development of the educational system in the future on the basis of planning for the coming decade. The question, Who are the disadvantaged? should be raised in the context of seeing the condition of certain groups from the perspective both of expectations of the modernization stages and patterns and of the challenge and assistance offered by a system aimed at helping individuals and groups confront the expectation of survival and advancement. (Author/JM)

ED 094 014 UD 014 312

Drachler, Norman

Educational Effects of Integration.

Pub Date 4 Apr 74

Note—27p.; Paper presented at the Conference on School Desegregation: "Brown Plus Twenty and into the Future"

Available from—Institute of Afro-American Affairs, 10 Washington Place, Room 500, New York, New York 10003 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, Curriculum Development, *Educational Change, *Educational Practice, *Educational Quality, Federal Aid, Federal Legislation, Government Role, Human Relations, *Integration Effects, Integration Methods, Literature Reviews, *School Integration, Supreme Court Litigation, Textbook Bias

The review of the press and other media following the May 17, 1954 opinion of "Brown v. Board of Education" summarized here leaves little doubt that the message was not misunderstood. There exists today more segregation in the large cities of our nation than there was in 1954. The schools, though not responsible for the exodus to the suburbs, did however contribute to it. We did not in the 1950's develop a strategy nationally, on a state basis, nor even on a large-city basis, that would seek to meet the challenge of Brown. By the early 1940's we had begun to intensify our work on intergroup relations. This movement assumed a more formal, institutional structure after 1954. School districts did establish human relations departments, but in most instances these had no effect on school programs or practices. A review of the literature of the past 20 years reveals so much involvement with tactics to achieve or prevent desegregation that the educational effects are almost obscured. In addition to the legal issue, we were preoccupied with open enrollment plans, the Princeton plan, the educational park, the "magnet" school, and last but not least, busing. And since school systems tend to be highly decentralized, a concentrated effort for educational planning becomes a most difficult and unmanageable task to evaluate. (Author/JM)

ED 094 015 UD 014 313

Edelman, Marian W.

Twenty Years After "Brown": Where Are We Now?

Pub Date 4 Apr 74

Note—40p.; Paper presented at the Conference on School Desegregation: "Brown Plus Twenty and into the Future"

Available from—Institute of Afro-American Affairs, 10 Washington Place, Room 500, New York, New York 10003 (\$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Civil Rights, Constitutional History, De Facto Segregation, *Dejure Segregation, Educational Change, Educational History, Integration Effects, *Integration Litigation, Integration Methods, *Law Enforcement, Political Issues, *School Integration, School Segregation, *Supreme Court Litigation, United States History

In May 1954, the Supreme Court's decision in "Brown v. Board of Education" seemed a great, transforming event. In the spring of 1964 the achievement of school desegregation seemed almost as far off as ever. We asked ourselves: When will the law be enforced? But without a clear understanding of what the law was—and without a solid political coalition to rally behind a clear view of the law—enforcement and obedience could only become more problematic. For 10 long years the Supreme Court did not decide even one major case to define just what school "desegregation" meant. Between the years 1964 and 1974 the Supreme Court has spoken at last. Freedom-of-choice plans in the South have been swept aside, for example. And both busing and assignment on an explicitly integrative basis have been upheld as reasonable means to achieve that end. The present breakdown in enforcement and obedience to the law is tied—as it was in 1964—to a new and troubling uncertainty as to the substance of the law. What is uncertain is the extent of applicability of the principles originally set forth in "Brown v. Board of Education." It is our job to build the doctrine we once thought secure and to re-establish integration in our school as the basic goal. (Author/JM)

ED 094 016 32 UD 014 314

Drane, Jeanne George, Ed. Connell, Tracy, Ed. Report on ESEA Title I Evaluation for 1972-1973.

Saint Louis Public Schools, Mo. Office of Planning and Program Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Annual Reports, Basic Skills, Dropout Prevention, High Schools, Nonpublic School Aid, *Program Evaluation, *Remedial Reading, Small Classes, Team Teaching, *Urban Schools, Vocational Education, Work Study Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Missouri

St. Louis schools are served by five major programs funded by Title I of the Elementary Secondary Education Act of 1965. The Reading Improvement Teams help those children whose reading deficit is the greatest. Each team is composed of a principal, a reading assistant, a remedial reading teacher, a reading aide, and 10 classroom teachers. The Rooms of 15 program serves elementary schoolchildren who have difficulty in mastering basic skills. The program included 79 classrooms, each of which contained no more than 15 students, located at 34 sites. Lincoln High School was established for students who have serious difficulties coping in a regular high school. Each student is assisted in working out his academic and behavioral problems to the point where he can adjust to a regular high school, or alternatively, to vocational training or employment. The Work-Study high school was established for high school students in the Title I high school attendance areas who find a traditional academic curriculum unsuited to their needs and interests. The educational needs of children in parochial and private schools are addressed through the Title I nonpublic school program. During 1972-73, four Lutheran and 18 Catholic schools took part in the program. (Author/JM)

ED 094 017 UD 014 321

Townsend, H. E. R. Britan, E. M.

Multiracial Education: Need and Innovation. The Preliminary Report of the Schools Council Education for a Multiracial Society Project.

National Foundation for Educational Research in England and Wales, London.

Pub Date 73

Note—104p.; Schools Council Working Paper No. 50

Available from—Citation Press, Scholastic Magazines, Inc., 50 W. 44 Street, New York, New York 10036 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Guides, Educational Development, Educational Innovation, Educational Research, *Immigrants, Instructional Materials, Migrant Child Education, Minority Group Children, National Surveys, Racial Integration, *School Integration, Social Integration, *Teacher Attitudes
Identifiers—*Great Britain

A major project of research and development in education for a multiracial society running from April 1973 to December 1976 is designed to produce materials in support of the education of all pupils for life in a multiracial Britain. The project has the further aim of offering supporting materials to teachers in multiracial schools. However, at the end of four years' development the materials might prove unacceptable to teachers, or might have already been in use in parts of our decentralized education system. For these reasons, the Schools Council agreed to commission a preliminary short survey to take place from September 1972 to March 1973 to investigate teachers' views as to syllabuses and the need for development, and to identify current innovation in this aspect of education. This publication reports the findings of this brief project. The sample of schools used in the survey was composed of six types of school: in authorities with less than 300 immigrant pupils in January 1971, 50 non-multiracial primary schools, 50 non-multiracial secondary schools; in authorities with at least 500 immigrant pupils in January 1971, 50 non-multiracial primary and 50 non-multiracial secondary schools, and 150 multiracial primary and 150 multiracial secondary schools. (Author/JM)

ED 094 018 UD 014 322
Pugh, Lee G.

Teacher Attitudes and Expectations Associated with Race and Social Class.

Pub Date Apr 74

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Ability, Expectation, *Junior High School Students, *Racial Attitudes, Racial Differences, Secondary School Teachers, *Social Attitudes, Social Differences, Socioeconomic Status, *Speech Evaluation, Student Behavior, Student Characteristics, Student Teacher Relationship, *Teacher Attitudes
Identifiers—Florida

The purpose of this presentation is to report on a study undertaken by the author to assess teachers' social perceptions of dialectal differences among junior high school males. Male and female teachers judged the academic ability and school behavior of three black and three white male student speakers representing upper-middle-class, middle-class, and lower-class backgrounds, based on their spoken language. Teachers heard tape-recordings of these junior high school students reading the same brief passage. Black and white teachers, 13 of each, were selected by a random procedure from a junior high school in the Dade County, Florida, Public School System. This particular school was selected because of the black and white ratio (21 percent black, 79 percent white) of faculty desegregation, and the diversity in the teachers' birthplaces, educational backgrounds, and geographical locations of their teaching experiences. The findings indicate that white speakers were perceived with a significantly higher degree of favorableness by all teachers. Black teacher judgments were found to be significantly more favorable than those of white teachers. There were no significant differences found in the degree of favorableness with which upper-middle, middle, or lower-class speakers were perceived by all teachers. (Author/JM)

ED 094 019 UD 014 323

Morgan, Joseph H. Mosher, Edith K.

The Story of Emergency School Aid, a Legislative Step-Child: Policy-Making in a Transitional Period.

Pub Date 19 Apr 74

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Educational Legislation, *Federal Aid, Federal Government, *Federal Legislation, Government Role, Integration Effects, Integration Methods, Policy Formation, Political Issues, Politics, Public Policy, *School Districts, *School Integration

Identifiers—Emergency School Aid Act, Emergency School Assistance Program, ESAP

Well into his second year of office, President Nixon proposed a two-part emergency program to alleviate the problems that desegregation was creating for the nation's schools. Shortly thereafter the Congress authorized one-half of the President's 150 million dollar request for a short-term, crash program for project grants to school districts who were under court orders to desegregate. The President asked that the second part of his desegregation aid program, which requested a 1.5 billion dollar authorization for fiscal years 1971-72 be enacted during the 1970 session. At the time, the presidential proposal gave little hint of the legislative fate which awaited it, a litany of frustration and confusion which culminated in the passage of the act on June 23, 1972. Its history provides a highly interesting subject for investigation and theoretical speculation by students of the politics of education. Each of the following elements are important to understanding the emergency school aid story: early forewarnings of impending policy reversal; the strategems of the Executive Branch; public concern over the effects of school desegregation and busing; competition with existing legislation; and the pursuit of some seemingly erratic actions by all the policy-makers involved. (Author/JM)

ED 094 020 24 UD 014 324

Arkey, Alfred S.

Black Participants and White Subjects: The Relationship of Elementary School Racial Segregation to Fifth-Graders' Political Orientations and Behavior.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-0-E-064

Pub Date Apr 74

Grant—OEG-5-70-0024(509)

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Disadvantaged Youth, Economically Disadvantaged, *Elementary School Students, *Inner City, Low Income, *Political Attitudes, Racial Balance, Racial Differences, Racial Segregation, *School Segregation, Student Attitudes, Student Behavior, Surveys, Urban Schools

Identifiers—*Michigan

The political behavior and orientations of 1027 fifth-grade students in 18 inner-city, racially segregated, low socioeconomic status elementary schools were examined in two Michigan cities in 1970. The political effects of racial composition were different for each race. As elementary schools became increasingly black, average student political orientations were reported as more non-supportive of the political system, and political behavior was more activist. In those schools where classes were increasingly white, political orientations were more supportive, and political behavior was less activist. Students of both races in predominantly black schools knew more about political problems and candidates and were more skeptical of government and political authority than students of both races in predominantly white schools. This research shows that black, racially segregated, low socioeconomic status schools are positively beneficial for black and white students when using the criteria of participant political behavior. It may mean that the political effect of racial integration of black people is to depoliticize the black American people, which, unfortunately, for many Americans is a desirable goal. (Author/JM)

ED 094 021 UD 014 325

Beers, Joan S. Reardon, Francis J.

Achievement and Attitudinal Changes Associated with School District Reorganization.

Pub Date Apr 74

Note—19p.; Portions of paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, Achievement Tests, Caucasian Students, *Elementary School Students, *Integration Effects, Negro Students, Racial Attitudes, School Attitudes, School Integration, School Redistricting, Self Esteem, Social Attitudes, State Surveys, *Student Attitudes
Identifiers—*Pennsylvania

The Harrisburg, Pennsylvania, School District reorganized in the fall of 1970 to attain, among other things, racial balancing in all of its schools. Changes in policy and practice were comprehensive. The district adopted the 10 goals of quality education, developed by the Pennsylvania Department of Education, as the basis for program planning and implementation. In order to examine the progress of pupils toward achieving these goals and in order to evaluate the effects of school district reorganization on pupils' achievement and attitudinal patterns, two analyses were conducted. The first examined basic skill patterns of one class of Harrisburg pupils as they progressed from the beginning of grade 5 in 1970 to the end of grade 6 in 1972. Separate analyses were performed for black and white pupils. The second examined attitudinal patterns of one class of Harrisburg pupils as they progressed from the beginning of grade 5 in 1970 to the end of grade 6 in 1972. Separate analyses were performed for black and white pupils. Three areas were included: attitude toward self, attitude towards others who differ in race and social class, and attitude toward school and learning. Attitudinal scores for the Harrisburg sample were compared to scores from a statewide longitudinal study. (Author/JM)

ED 094 022 UD 014 326

Loadman, William E. Parks, A. Lee

Increasing the Academic Performance of Culturally Disadvantaged Students: A Diamond Among the Glass or the Possibility of a Type I Error.

Pub Date Apr 74

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, Achievement Gains, Caucasian Students, *Culturally Disadvantaged, Curriculum, *Elementary School Students, Individualized Instruction, *Inner City, Inservice Teacher Education, *Program Evaluation, Remedial Instruction, Research Methodology, *Special Education, Statistical Analysis

The general purposes of the present project were: (1) to develop a multifaceted special education system for providing maximum educational support to children regardless of their classification, (2) to demonstrate this alternative through a noncategorical educational model involving regular and special education in management plans for children regardless of variance in their abilities. The target population consisted of approximately 400 Caucasian, inner-city elementary school students in a large midwestern city, whose general academic performance was severely depressed. The model was to augment the specific instructional skills of the classroom teachers in working with given children or groups of children. Classroom teachers received instruction in building, implementing, and recording the specific instructional activities, concepts, and/or reinforcement techniques for their classroom; the teachers received university credit for implementing these procedures and recording the target behaviors in the classroom. The project was designed to provide a resource center where teachers could seek guidance, suggestions, assistance, and additional materials. Also, a child could be taken there for a brief period each day to be worked with by the project staff. (Author/JM)

ED 094 023 UD 014 334

Lede, Naomi W. Dixon, Hortense W.

Urban Minority Groups in Houston: Problems, Progress, and Prospects. A Statistical and Analytical Study.

Texas Southern Univ., Houston. Urban Resources Center.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Pub Date 29 Mar 73

Note—468p.; Charts on pages 146-163 of this document will not be clearly legible due to print size in the original

EDRS Price MF-\$0.75 HC-\$22.20 PLUS POSTAGE

Descriptors—Age Groups, *City Demography, Economically Disadvantaged, Employment Statistics, Family Income, High School Graduates, Marital Status, *Minority Groups, Population Trends, Racial Distribution, Socioeconomic Status, *Statistical Analysis, *Urban Population

Identifiers—*Texas

This document is one of a series about the conditions of blacks and other minorities in Houston, Texas. Statistics are presented on selected characteristics of minority persons in Houston and parts of Harris County. This document is designed to provide data in an organized and systematic way by bringing together in one convenient source socioeconomic facts about the minority community and by keeping the document constantly up to date through more current reports. Data for the central city and some suburban rings in close proximity to Houston proper are given when this type of distinction appears to be significant. The major areas treated in this report are: general socioeconomic characteristics, population and distribution, family and household size, education, employment and income, housing, poverty, politics, health, economic development statistics, and other pertinent data on minority problems and accomplishments. The preparation of the volume was guided by three major concerns: the assessment of problems; a review of progress or accomplishments in the light of civil rights legislation; and a general projection of future needs and prospects. Information in the volume is classified according to major socioeconomic and demographic areas. Also, within each area, various subtopics or subdivisions are used. (Author/JM)

ED 094 024 UD 014 337

Carter, Ernestine J.
The Development of a Human Relations Model for Racially Mixed Philadelphia Schools.

Pub Date Apr 74

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Failure Factors, *Human Relations Programs, Inservice Teacher Education, Integration Effects, Integration Methods, Integration Readiness, National Surveys, Parent Participation, *Program Development, Racial Integration, *School Integration, Success Factors, Teacher Integration, *Urban Schools

Identifiers—*Pennsylvania

The purpose of the study reported here was to design a model for the development of a human relations program in selected racially mixed public schools. The following efforts were undertaken: (1) an examination of the literature to obtain the rationale for school desegregation, (2) an identification of a national sample of desegregated school districts and a survey of their human relations programs, (3) an identification and further analysis of the efforts of the most successful and the least successful school districts in the national survey and the reasons and conditions for their success or failure, (4) a survey of the existing conditions and constraints which affect human relations programs in selected racially mixed schools of the pilot school district, (5) an analysis of the data in steps 1-5 in order to develop a model for the human relations program. Two sampling procedures were required. The first drew a national sample of school districts which provided information on what desegregated schools were doing to help their staff adjust to the climate of the racially mixed school. The second identified those schools in the pilot school district, that of Philadelphia, whose programs could be improved by the development of a human relations model. (Author/JM)

ED 094 025 UD 014 339

Soares, Anthony T. Soares, Louise M.
Significant Others and Self-Perceptions of Disadvantaged Students.

Pub Date Apr 74

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Caucasian Students, Disadvantaged Youth, Economically Disadvantaged, Family Background, Negro Students, *Parent Attitudes, Puerto Ricans, *Secondary School Students, *Self Concept, Self Concept Tests, Self Esteem, Self Evaluation, *Social Differences, *Teacher Attitudes, Urban Youth

The study reported here investigated the various dimensions of actual and inferred self in comparison to the ratings of the subjects by supposed significant others. An inventory of 40 bi-polar traits used extensively in previous research was given to secondary school students to measure their self-concepts and their reflected selves—how they think their teachers rate them, their parents, and their classmates. The teachers and parents were given the same traits for rating the same adolescents. A sample of 120 students was randomly drawn from an urban area secondary school population. There was a minority composition of 36 percent blacks and 18 percent Puerto Ricans among the 60 disadvantaged youths. There was a white majority of 75 percent in the advantaged group. Both disadvantaged and advantaged students indicated positive self-concepts, with the disadvantaged having significantly higher self-concepts than the advantaged youths. For both groups of students, the level of reflected self seems to be a function of the self-concept. The parents' perceptions were very close to all the self-perceptions. The teachers' ratings were at a considerable distance; and even though the teachers rated both advantaged and disadvantaged students positively, the disadvantaged children were rated much lower than the advantaged children. (Author/JM)

ED 094 026 UD 014 340

Mornell, Eugene S.
The School Desegregation Decision: Behavior and Value Change Under Conditions of Uncertainty.

Pub Date Apr 74

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Behavior Change, *Board of Education Policy, Boards of Education, Case Studies, *Changing Attitudes, Decision Making, Educational Change, Integration Effects, Integration Studies, Policy Formation, Political Influences, Public Policy, *School Integration, Social Change

Identifiers—*California

The desegregation decision by a local school system sometimes is perceived as the result of pressure, and at other times as unrelated to overt pressure for desegregation. Contrary to both of these views, this exploratory study suggests that a positive desegregation decision may stem from the personal values of school board members. These values may change under the impact of dissent over desegregation. Such change, however, seems to be relatively unaffected by political factors and often appears as the result of an individual identity conflict and a "secular conversion." Models of change as the result of forced compliance, political accommodation, and secular conversion are examined, and several significant elements of secular conversion tentatively are identified. This study focuses on seven board members during desegregation decisions in three California school districts. Six board members, two in each district, were selected for the study; they changed from a public position opposing desegregation to one of support; all voted for the desegregation plan. One eventually proved unavailable for the study, while two other board members from these districts were added, one who never changed in opposition to desegregation and one who never changed in support for desegregation. (Author/JM)

ED 094 027 UD 014 341

Henderson, Ronald D.
A Comparative Study of School Climate in White and Black Elementary Schools.

Pub Date Apr 74

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, Academic Standards, Caucasian Students, *Comparative Analysis, *Elementary Schools, Individual Power, Negro Students, *Organizational Climate, *Racial Segregation, *School Organization, School Segregation, Socioeconomic Status, Student Teacher Relationship, Urban Schools

Identifiers—Michigan

This study is designed to compare the school normative climate of white and black urban elementary schools relatively matched on socioeconomic status (SES) and achievement. With this design the researcher sought to: (1) find if there are differences in normative climate between white and black schools; and (2) generate further tentative insight into variables which may affect the differential academic performance of students in white and black schools. A nonrandom sample of schools was selected through the aid of the Michigan Department of Education State Assessment Program. The department provided aggregate scores of all fourth-grade students, by school, on achievement and SES, as measured by a questionnaire of family consumption patterns, education, mobility, and student's future aspirations. Data were collected in 1970-71 via questionnaires from 16 schools with a total population of 2,743. The 1970-71 fifth-grade students whose achievement and SES data were collected by the State department in 1969-70 were the primary student sample in each school. An additional sample of fourth- and sixth-grade students in each school was included to obtain a wider range of student reports. Measures of school climate were sociopsychological scales and factors derived from the student questionnaire. (Author/JM)

ED 094 028 UD 014 342

O'Shea, David
Theoretical Perspectives on School District Decentralization.

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Community Control, Community Involvement, *Decentralization, Educational Administration, Educational Policy, Educational Problems, Educational Resources, Governance, Policy Formation, Politics, Public Policy, *School Districts, *Systems Approach, *Urban Education

Identifiers—California

Drawing largely on data from Los Angeles, but with reference to other cities where appropriate, this paper attempts to clarify the distinctive positions taken by advocates of community control as opposed to proponents of administrative decentralization. While community control is essentially a political demand, oriented toward citizens influencing actual policy making, most decentralization plans, though responding to demands in the political arena, are primarily organizational, facilitating local participation in the implementation of policies already decided. Though different, both approaches represent attempts to deal with the relatively low levels of achievement and high dropout rates characterizing schools in minority areas. Whereas proposals for community control regard the poor outcomes of schooling as centering on the question of staff accountability, an organizational system perspective suggests that school ineffectiveness results from local administrators lacking both adequate resources and sufficient discretion in the use of such resources as are available. It is argued here that at issue are alternative definitions of the situation, one based on the theoretical perspectives of a political system model, the other on those of an organization as an open system, responsive to environmental constraints and contingencies. (Author/JM)

ED 094 029 UD 014 343

Felice, Lawrence G.
Busing, Desegregation and Student Self-Concept. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date Apr 74

Contract—OEC-6-72-0739(509)

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, Friendship, *Integration Effects, Integration Methods, Longitudinal Studies, Minority Group Children, Organizational Climate, Race Relations, *School Integration, Secondary School Students, *Self Concept, Student Attitudes, *Student Transportation, Transfer Programs

Identifiers—*Texas

This paper reports findings from the first two years of a 3-year study to evaluate the effects of court-ordered busing in Waco, Texas. The objective of this study is to determine minority student achievement gains or losses, attitudes toward busing and school desegregation, the degree of interracial cooperation and acceptance in Waco schools, and the effect of busing on each of the above. Two items in the Equality of Educational Opportunity Survey were used to identify the interracial climate of participating schools: intergroup hostility and interracial friendship. The primary question for this paper is: Do differences in students' perceptions of the interracial climate of the school relate to differences in individual student achievement? The original sample, drawn in the spring of 1971, consisted of a stratified random sample of seventh and eighth grade students. Approximately 240 minority students from that sample were bused to Waco Independent School District schools. The overall design of the study is that of a 3-year longitudinal panel. Data reported in this paper are from the first and second waves of collection (spring of 1971 and 1972). Multiple regression analysis is used since it allows one to weight the relative effects of contextual and individual attributes with all other factors controlled. (Author/JM)

ED 094 030

UD 014 344

Pilo, Marvin R.
Sequential and Organizational Models of School Decentralization: New York City and Detroit.
Pub Date 19 Apr 74

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrative Organization, *Case Studies, *Community Control, *Decentralization, Decision Making, Educational Administration, Governance, *Models, Parent Participation, Politics, School Districts, School Systems, *Urban Schools

Identifiers—Detroit, Michigan, New York City

System-wide school decentralization is now implemented both in New York City and in Detroit. It is important, therefore, to inquire into alternative explanations of the origins of the school decentralization movement with a view to constructing models of school organizational behavior and change which may have utility either to other school systems facing the decentralization question, or to other problems of organizational behavior. Two such models, the sequential and the organizational, have been proposed for these purposes. The sequential model postulates a sequence of key events leading to the decision to decentralize a school system. Its interesting implication is that the goal of the community control movement is greater citizen participation in organizational decision-making. The logic of the organizational model implies that greater authority for organizational decision-making be delegated to local administrators. What is at issue here is the distinction between community control and administrative decentralization. The tension between these two not necessarily compatible models for restructuring of educational governance is at the heart of this paper, and at the heart of the disappointment with the results of school decentralization in New York City and Detroit now felt by many of its early proponents. (Author/JM)

ED 094 031

UD 014 346

Marascuilo, Leonard A. Dagenais, F.
Identification of Social Groups Based on Social Integration in a Multi-Racial High School.
Pub Date Apr 74

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974);

Parts of this document may not be clearly legible due to the print quality of the original

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Antisocial Behavior, Caucasian Students, *Cluster Analysis, *High Schools, Integration Effects, Minority Group Children, Race Relations, Racial Integration, *School Integration, School Surveys, *Social Integration, Student Attitudes, Suburban Schools, *Violence

Identifiers—California

This paper took as its problem the belief among the general public that conflict and violence among students is a common occurrence, especially in schools that are racially mixed. The responses of 303 students from a racially mixed school, Berkeley High School, were grouped in terms of the degree to which the individual students are socially integrated and the students were examined in light of the violence they had personally experienced. It was hypothesized that students who were socially integrated across ethnic boundaries were not involved with perceived violence and conflict on the campus, while aggressive acts, in the main, involved students whose friends and companions were of their own race. Data were collected by means of a questionnaire sent to about a third of the 1970 graduating class of Berkeley High School. The Tryon clustering of objects was used to identify independent groups of students who were socially isolated or integrated across races. That procedure was effective in that it generated six clearly identifiable groups of students who were socially isolated or socially integrated across the Asian, black, and white students in the school. Because of the low frequencies, the hypothesis that conflict and violence centers around students who are not socially integrated is not supported. (Author/JM)

ED 094 032

UD 014 347

Community-Based Education: A Teacher Corps Modularized Manual for Community Development.

Texas A and I Univ., Laredo.; Zapata Independent School District, Tex.

Pub Date 74

Note—77p.

Available from—Texas A & I University, Box 537, Laredo, Texas 78040 (No price)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Change Agents, *Change Strategies, Community Change, Community Characteristics, *Community Development, Community Leaders, Community Problems, Community Programs, Community Resources, Depressed Areas (Geographic), *Manuals, *Program Development, Program Evaluation

Identifiers—Teacher Corps, *Texas

One of the expressed aims of the Teacher Corps project is to encourage community members to develop their own potential for self-development. The present course on Community-Based Education (CBE) has been constructed with this goal in mind. The central issues of the course are presented in modularized format in an attempt to guide the first steps of corps members already committed to the task of stimulating projects of community development directly related to education. This guidebook, however, is not organized to provide information on the community per se; it is to suggest methods for the collection of such information and to help in the planning of strategies for decision-making and action. Methodologically, the course is addressed to coordinate the aims of the CBE component with the realities of community needs, priorities, and resources in the educational field, and to elucidate the role of the intern in this process. The modules in this manual are designed to shed light on the problems and prospects of community development in South Texas; they have also been sensitized to reflect the perceived needs of depressed rural communities in the Southwest. The main issues, however, derive from the fieldwork experiences of the interns of the Seventh Cycle in Crystal City, Texas and the communities of Zapata County, Texas. (Author/JM)

ED 094 033

UD 014 348

Branch, Helen M. Evans, Dale

A Program to Improve School Achievement in a Stable Residential Community: Center Hill Elementary School, 1972-73. Research and

Development Report, Vol. 7, No. 50, April 1974.

Atlanta Public Schools, Ga.

Pub Date Apr 74

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Communication Skills, *Elementary Schools, Federal Aid, Paraprofessional School Personnel, *Program Evaluation, Reading Programs, *Remedial Instruction, School Attitudes, Self Concept, Student Attitudes, Teacher Education, *Urban Schools, Verbal Ability

Identifiers—*Georgia

In terms of mobility, the average enrollment, and the percent of attendance, Center Hill School has moved toward an ideal set of circumstances for effective instruction. That is, children who enter the school tend to stay, their attendance is more regular, and a larger percentage of the days in the school year are spent in the classroom by each pupil. The facilities are not stretched beyond the point for which they were designed. The Title I, Elementary Secondary Education Act of 1965 program supports the positions of a lead teacher, a certified teacher, and gives instructional aides in addition to the resource rooms where the 112 eligible children are given their compensatory activities. The objectives for this program are: (1) to increase the pupils' basic understanding of words, sentences, paragraphs, and stories; (2) to develop an increased independence in reading; (3) to improve oral communication; (4) to develop and improve skill in identifying information through reading; and (5) to improve the pupils' self-concept and attitudes toward school. One Title I aide is in the Career Opportunities Program. During five weeks beginning June 1972, a group of approximately 30 participants was enrolled in an English course at Clark College to learn about self-expression through writing. (Author/JM)

ED 094 034

UD 014 349

Branch, Helen M. Evans, Dale

An Instructional Plan Integrating a Community Agency Program: Towns Elementary School, 1972-73. Research and Development Report, Vol. 7, No. 49, April 1974.

Atlanta Public Schools, Ga.

Pub Date Apr 74

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Behavior Problems, Cost Effectiveness, Counseling Programs, Day Care Programs, Disadvantaged Youth, Economically Disadvantaged, *Elementary Schools, *Federal Aid, *Inner City, Interpersonal Competence, Negro Education, *Program Evaluation, Remedial Instruction, Student Behavior

Identifiers—*Georgia

The community served by Towns Elementary School has changed from a black neighborhood of upper middle class homeowners to a neighborhood where the majority of the houses are now rented to lower socioeconomic status residents. Pupils now, possibly because of their environmental circumstances, exhibit behaviors which indicate needs for remediation of social skills. Funds allocated under Title I of the 1965 Elementary Secondary Education Act for neglected children provide the support for a variety of activities directly involving the children from the Carrie-Steel-Pitts Home for Children. The counselor and one teacher aide work with the 110 children helping them develop appropriate social behaviors and also to modify their deficiencies in academic skills. The Youth-Tutoring-Youth project is likewise funded by Title I. Late in the school year, a program funded under Title IV-A of the Social Security Act was implemented which provides day care services for 40 preschool children of the Towns School Community and an extended day program for school-age siblings of the preschool group. This program is designed to make it possible for mothers of these children to be trained for and/or obtain gainful employment and, thus, to be self-supporting and to benefit from interaction with the larger community. (Author/JM)

ED 094 035

UD 014 350

Plankenhorn, Andy Haven, Wilbur

A No-Fail Attitude in an Inner-City School: W. H. Croghan Elementary School, 1972-73.

Research and Development Report, Vol. 7, No. 45, April 1974.
Atlanta Public Schools, Ga.
Pub Date Apr 74
Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS
POSTAGE

Descriptors—Academic Achievement, Day Care Programs, Diagnostic Teaching, Economically Disadvantaged, *Elementary Schools, Federal Aid, Health Services, *Inner City, *Negro Students, Paraprofessional School Personnel, Preschool Programs, Program Evaluation, *Student Attitudes, Teacher Education
Identifiers—*Georgia

W. H. Crogman Elementary School primarily served black low-income residents. Its program's objectives were: (1) To develop the responsibility within the pupil for his own learning. (2) To have pupils assume leadership roles. (3) To develop academic achievement for each pupil. The primary goal was to create a no-fail attitude among the pupils. The Comprehensive Instructional Program, one of several supportive projects, focused on diagnostic teaching of reading grades 1-3. The Career Opportunities Program was a training program for selected paraprofessionals. Seventy pupils took part in the English-Reading program, funded under Title I of the 1965 Elementary Secondary Education Act, with a staff of one lead teacher and three aides. The Health-Medical Service, also funded under Title I, was to serve seven children by providing corrective visual and hearing aids. Title IV-A of the Elementary Secondary Education Act provided funds for a preschool unit for 20 children and an extended day program for 40 children. The Education Professions Development Act was a cooperative effort of the Atlanta Public School System and the Atlanta University. The goal of the project was to provide the classroom teachers with the techniques and strategies of specialized education through special training. (Author/JM)

ED 094 036 UD 014 351

Crawley, Nora S. Evans, Dale

A Total Approach to Learning with an Emphasis on Reading and Math: Carter Elementary School, 1972-73. Research and Development Report, Vol. 7, No. 43, March 1974.

Atlanta Public Schools, Ga.

Pub Date Mar 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS
POSTAGE

Descriptors—*Compensatory Education Programs, Cross Age Teaching, Day Care Programs, Economically Disadvantaged, Educational Diagnosis, *Elementary Schools, Federal Aid, High School Students, *Inner City, Negro Students, Paraprofessional School Personnel, *Program Evaluation, Remedial Reading, *Trainable Mentally Handicapped
Identifiers—*Georgia

The purpose of this report is to provide data on the educational program at E. R. Carter Elementary School with a focus on several specific programs. Carter is located in close proximity to downtown Atlanta. Its pupil population was entirely Negro while the faculty itself was well integrated. The economic level was generally low. The purpose of the English-Reading Program, funded under Title I of the 1965 Elementary Secondary Education Act, was to provide remedial reading instruction for children who were identified as "slow learners" by standardized tests and by teacher observation and judgment. Results from the Comprehensive Instructional Program tests and other tests were used as criteria for grouping the children for the type of instruction prescribed for each child. The Youth-Tutoring-Youth Program involved 10 tutors and 20 tutees. The tutors were students from a nearby high school. The tutees were students who were enrolled as slow learners and who were enrolled in Title I English-Reading classes at Carter. The Tutor-Buddy or Experience Approach in Reading was a Title I program established for Title I pupils to tutor Trainable Mentally Retarded children. The Title IV-A Child Development Center, funded under the 1967 Amendment of the Social Security Program, had approximately 40 children. (Author/JM)

ED 094 037

Plankenhorn, Andrew Sylvan, Donna L.
The Interdependent Learning Model and Achievement: Grant Park Primary School, 1972-73. Research and Development Report, Vol. 7, No. 39, February 1974.

Atlanta Public Schools, Ga.

Pub Date Feb 74

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS
POSTAGE

Descriptors—Career Education, Compensatory Education, Day Care Programs, Diagnostic Teaching, Economically Disadvantaged, *Elementary Schools, Federal Aid, *Inner City, Paraprofessional School Personnel, Parent Participation, Preschool Programs, *Primary Grades, *Program Evaluation, Remedial Reading
Identifiers—*Georgia

Grant Park Primary School is located in a small neighborhood where most residents are at the poverty level. The primary goals were to provide an educational program which would meet the needs of the pupils and would correct academic deficiencies in reading. This goal was supported by the following: (1) to provide an environment in which each pupil had the opportunity to learn and to learn how to learn; (2) to implement a reading program which met the needs of each pupil; and (3) to involve parents in the school. The Comprehensive Instructional Program focused on diagnostic teaching of reading in grades 1-3. Grant Park has been involved in pilot testing of two units of the Comprehensive Career Education Model Program, a national model under development by the Center for Vocational and Technical Education at the Ohio State University in cooperation with six local education agencies. The Follow Through Program is a national project which has been incorporated in the instructional program at Grant Park, one grade per year over the past four years. The Atlanta Comprehensive Day Care Program is funded under Title IV-A of the 1967 Amendment to the Social Security Act. Grant Park was funded for a preschool unit of 20 and an extended day program of 32. The program was staffed by a lead teacher, group leader, and two aides. (Author/JM)

ED 094 038

Crawley, Nora S. Evans, Dale

Reading, Mathematics, and Self-Concept: A Three-Pronged Thrust by a Small School: Goldsmith Elementary School, 1972-73. Research and Development Report, Vol. 7, No. 37, January 1974.

Atlanta Public Schools, Ga.

Pub Date Jan 74

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS
POSTAGE

Descriptors—Communication Skills, Educational Diagnosis, *Elementary Schools, Federal Aid, Individualized Instruction, Mathematics Instruction, Paraprofessional School Personnel, Parent Participation, Peer Relationship, *Program Evaluation, Reading Programs, Self Concept, *Small Schools, *Urban Schools
Identifiers—*Georgia

The purpose of this report is to provide data on the educational program at Goldsmith Elementary School with a focus on several specific programs. The community from which the approximately 210 Goldsmith pupils came consisted mainly of lower-class, single-family dwellings, which were rented by the residents. The racial composition was approximately 45 percent black and 55 percent white pupils. The goals were: (1) to provide a reading program which emphasized the development of basic reading and communication skills by diagnosing each child's strengths and weaknesses and then individualizing activities for him; (2) to improve the child's self-concept and attitude toward school and especially to improve peer group relationships; (3) to increase parental involvement in school activities; and (4) to improve academic performance in the areas of reading and mathematics. Title I, Elementary Secondary Education Act, was the only supportive program that provided supplementary personnel, services, and funds over and above those supplied through the regular school program. Title I provided for one lead teacher and two educational aides. In addition, limited funds were

available for materials and supplies. There were also provisions for corrective services in the form of eyeglasses and/or hearing aids for Title I pupils needing them. (Author/JM)

ED 094 039

ESEA Title I, 1971-1972 Achievement. [New York State].

New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation.

Pub Date 72

Note—227p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS
POSTAGE

Descriptors—Academic Achievement, Basic Skills, *Cost Effectiveness, Demography, *Disadvantaged Youth, Educationally Disadvantaged, Ethnic Groups, Inservice Teacher Education, Instructional Staff, Paraprofessional School Personnel, *Program Evaluation, *Student Characteristics
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York

During 1971-72, the State of New York was allotted \$193,459,929 for Title I, Elementary Secondary Education Act projects for children in low income areas to be conducted by local education agencies. The State initiated the effort to meet the educational needs of disadvantaged learners. This report describes the nature of the target population by such factors as grade intervals, degree of deficiency, ethnic origin, demographic considerations, etc. Included also are descriptive statistics addressing the types and numbers of staff, the means by which students are selected, the degree to which compensatory education teachers and paraprofessionals receive inservice training, and the relationship of Title I funded activities with other sources of categorical aid. The larger portion of the report concentrates on the degree to which treatments, formulated according to approved district proposals, were implemented. The focus of the report is on the degree to which specific objectives in the basic skill areas of instruction were achieved. Therefore the overriding question surrounding compensatory aid is: Is there evidence that educationally disadvantaged learners achieved more growth in basic skills than would have occurred if the Title I dollars had not been expended on remedial treatments? (Author/JM)

ED 094 040

Federal Food Programs—1973. Part 4—School

Food Program Needs. Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date 17 Sep 73

Note—161p.; Committee Print; p. 450-470, a copyrighted article from "School Lunch Journal," have been deleted from this document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.45)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS
POSTAGE

Descriptors—Breakfast Programs, City Problems, *Disadvantaged Youth, *Economically Disadvantaged, *Federal Aid, Food Standards, Government Role, Health Needs, Hunger, Lunch Programs, *Nutrition, Nutrition Instruction, Policy Formation, *Public Policy, Urban Population

These hearings before the Senate Select Committee on Nutrition and Human Needs focused on ways to provide adequate nutrition to millions of children attending schools not participating in the National School Lunch and Child Nutrition Programs. Testimony was heard from the following witnesses: Mr. Sam Winer, past president, U.S. Jaycees; Mr. Robert M. Benedict, national director, Center for Improved Child Nutrition, U.S. Jaycees; Mr. Lowell Kruse, past president, Minneapolis Jaycees; Mrs. William Baisinger, coordinator of legislative activity, National Congress of Parents and Teachers; Ms. Isabelle Hallahan, president, American Dietetic Association; Ms. Amalea Nielson, co-chairman, Nutrition in Schools Program, Chicago Junior Association of Commerce and Industry; Mr. Robert K. Cherry, director, Archdiocese of Chicago School Lunch Program; Mr. Clayton Yeutter, assistant secretary

ry, U.S. Department of Agriculture, accompanied by Mr. Edward J. Heppan, administrator, Food and Nutrition Service, and Mr. Herbert Rorex, director, Child Nutrition Service, Food and Nutrition Service; Mrs. Gretchen Kraus, chairman, Nutrition Education Committee, Woman's Auxiliary to the Massachusetts Medical Society; and Mr. Patrick Temple-West, director, Nutritional Development Services, Archdiocese of Philadelphia. (Author/JM)

ED 094 041 UD 014 356

Quimby, Freeman H. Chapman, Cynthia B. National Nutrition Policy: Nutrition and Special Groups. A Working Paper.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date May 74

Note—187p.; Prepared for the Senate Select Committee on Nutrition and Human Needs, 93rd Congress, 2nd Session

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.60)

Document Not Available from EDRS.

Descriptors—Adolescents, Child Development, *Disadvantaged Groups, Eating Habits, Economic Factors, Federal Government, *Field Studies, *Health Needs, Mexican Americans, Migrant Children, *Nutrition, Nutrition Instruction, Preschool Children, Public Policy, *Scientific Research

The contents of this working paper comprise a series of journal articles focusing on nutrition and special groups. Papers relating to those on the aged are entitled: Nutrition and Health of Older People, and Nutrition for the Aged—A Summation. Those on the American Indian discuss nutrition intake and food patterns, contemporary dietary patterns, Indian and Alaska native low income groups, nutrition research and community service, and an economic and social study of nutrition. A single article on the bla... focuses on observations on dietary behavior and nutrition among low income urban Afro-American infants and children. Nutrition and other special groups are discussed in relation to food habits of migrant farm workers, effectiveness of nutrition aides in a migrant population, and nutritional status of children of Mexican American migrant families. Other general articles deal with nutritional status of preschoolers, nutrition and handicapped children, a review of teenage nutrition, and a survey of nutritional studies on preschool children. (RJ)

ED 094 042 UD 014 357

Koslin, Sandra And Others Guidelines for the Evaluation of Desegregation Programs in School Districts.

Riverside Research Inst., New York, N.Y.

Pub Date Sep 72

Note—174p.

Available from—Riverside Research Institute, 80 West End Avenue, New York, New York 10023 (Price not available)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Cognitive Tests, Evaluation Criteria, Evaluation Methods, *Guidelines, *Integration Effects, *Program Evaluation, Program Planning, Racial Balance, Research Design, *Research Methodology, School Districts, *School Integration, Statistical Analysis, Student Characteristics, Transfer Programs

These guidelines, which summarize the content of desegregation program evaluation studies, are organized into five chapters. The first is an "Introduction and Overview." Chapter 2 specifies desegregation program variables which are important in planning and designing evaluation studies. The structural and student variables that are required in the evaluation process are discussed. One important structural variable is racial balance, new and objective indicators of which are developed and discussed in chapter 3. Chapter 4 discusses currently available effectiveness measures that school districts can use to determine changes in students' achievement and racial attitude occurring as a consequence of desegregation. Chapter 5 discusses five major types of evaluation study designs which can be used to evaluate the effects of desegregation programs. The advantages and disadvantages of each design approach are discussed in detail, and evaluation issues which school districts must bear in mind while planning and implementing

desegregation programs are identified. The nature and extent of the information provided by each design approach, the facilities and capabilities required to execute studies belonging to each design type, and important cost factors associated with each design type are also described. (Author/JM)

ED 094 043

Senna, Carl, Ed.

The Fallacy of I. Q.

Pub Date Mar 73

Note—184p.

Available from—The Third Press, Joseph Okpaku Publishing Co., Inc., 444 Central Park West, New York, New York 10025 (\$7.95)

Document Not Available from EDRS.

Descriptors—Educational Policy, *Environmental Influences, Family Background, Genetics, *Heredit, *Intelligence, *Intelligence Quotient, Intelligence Tests, Policy Formation, Prenatal Influences, Public Policy, *Racial Differences, Research Problems, Surveys, Test Bias

This volume includes eight essays. In his "Foreword," Carl Senna examines the revival of the hereditarian position by Arthur Jensen. "Race and Intelligence" contains a critique of Richard C. Lewontin of Jensen's argument, revealing what appear to be deeply embedded assumptions derived from a particular world view. David Z. Robinson, in "If You're So Rich, You Must Be Smart: Some Thoughts on Status, Race, and I. Q.," examines the interaction of race, class, heredity and I. Q. Christopher Jencks, in "What Color is I. Q.? Intelligence and Race," focuses on Jensen's argument that individuals with low I. Q.'s typically differ genetically from those with high I. Q.'s. In "Speed and Direction," C. Senna asserts that the distinction between speed and power is dubious. Jane R. Mercer and Wayne Curtis Brown examine the question, "Racial Differences in I. Q.: Fact or Artifact?" In "Science or Superstition? (A Physical Scientist Looks at the I. Q. Controversy)," David Layzer scrutinizes the logical, methodological, and psychological underpinnings of the doctrine of innate mental capacity. In "Can Slum Children Learn-," Stephen Strickland reports on "the Milwaukee Study," which demonstrated that I. Q. scores can be significantly raised by intensive educational stimulation. (Author/JM)

ED 094 044

Sandberg, Neil C.

Ethnic Identity and Assimilation: The Polish-American Community. Case Study of Metropolitan Los Angeles.

Pub Date Jan 74

Note—90p.; Praeger Special Studies in U. S. Economic, Social, and Political Issues

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Age Differences, *Community Surveys, Cultural Factors, Cultural Images, Ethnic Groups, Ethnic Stereotypes, Generation Gap, Identification (Psychological), *Polish Americans, Religious Factors, Social Class, *Social Differences, Urban Population

Identifiers—California

This study investigated the relationship between different generational and social class groups within the Polish-American community and the salience of ethnicity in each group. One of the largest immigrations to America was that from Poland. By the turn of the century a dispersed and highly mobile Polish-American population was evident in the Los Angeles area. These settlers and the others who followed adopted residential patterns that represented a prototype of the later suburban developments in which ingroup associations had to be maintained across large distances and through new structures and means of communication. The adaptation processes of the Polish-Americans of Los Angeles, therefore, may offer some insights into what is now happening elsewhere as ethnic enclaves give way to the geographical and social fluidity of modern technological society. The critical research problem is the need to examine current and predicted ethnic identity in America, especially as it pertains to Polish-Americans living in the Los Angeles metropolitan area. The problem of adverse stereotypes was a related consideration in terms of its impact on group con-

tinuity. If Polish identification is associated with low status, the future of the group may be very tenuous, particularly among the younger generations. (Author/JM)

ED 094 045

UD 014 383

Evaluation of ESEA, Title I Projects of California Schools. Annual Report 1972-73.

California State Dept. of Education, Sacramento. Office of Program Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—63p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Achievement, *Achievement Gains, *Annual Reports, Health Services, Intergroup Relations, Library Services, Mathematics, Parent Participation, *Program Evaluation, Pupil Personnel Services, *Reading Instruction, Staff Improvement

Identifiers—*California, Elementary Secondary Education Act Title I, ESEA Title I

The staff in the Department of Education analyzed the statewide evaluation reports of the Elementary and Secondary Education Act of 1965 Title I program in California for the 1972-73 school year and make certain general conclusions regarding each of several program components: (1) Title I students at all grade levels, on the average, attained more than one month's growth in reading skills for each month of instruction; (2) a majority of Title I students achieved gains equal to, or greater than, one month's growth in mathematics for each month's participation in the Title I program; (3) auxiliary services—this component provided pupil personnel, library, and health services and activities necessary to the success of project participants; major results included greater student achievement, more consistent attendance, and an improvement in the students' attitudes and self-images; (4) parent involvement—this component provided activities directed toward improvement of communications between home and school; (5) the intergroup relations component implemented activities designed to minimize isolation between the different ethnic groups; and (6) the staff development component provided intensive training to personnel working directly with the students. (Author/JM)

ED 094 046

UD 014 384

Minority Youth: The Classes of 1972 and 1973. National Scholarship Service and Fund for Negro Students, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date Apr 74

Note—117p.; NSSFNS Research Reports, Vol. 2, No. 1

Available from—Publications Division, American Survey Research Corp., 7851 Metro Parkway, Minneapolis, Minnesota 55420 (\$10.00)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Academic Achievement, *Demography, Dependents, Family Background, Family Income, *High School Students, *Longitudinal Studies, *Minority Groups, *National Surveys, Racial Distribution, Religious Differences, Residential Patterns, Sex Differences, Student Characteristics

The purpose of this report is to present descriptive data collected in the fall of 1971 and 1972 on two national samples of high school seniors from minority backgrounds. These data were collected by the National Scholarship Service and Fund for Negro Students as part of a program designed to provide counseling and guidance services to minority youth, and to establish a national longitudinal data resource for research purposes. This report is intended to provide persons concerned about our nation's minority youth with objective information about the high school classes of 1972 and 1973. The data are presented in tables organized into five sections, each section consisting of eight pages. The five sections display the data by sex, gross family income, head of household, region of residence, and number of dependents in the family. Each table shows the item stem and the percentage of students in each cohort that responded to the listed alternatives. The data tables are presented such that the responses from the 1971

cohort appear next to the responses from the 1972 cohort. Statistical tests of significance are not included in this report as the major purpose in presenting these data is to make them available without regard to arbitrary decisions of statistical impact. (Author/JM)

ED 094 047 UD 014 392

Pugh, George E. Killalea, J. Neil

A Survey of Urban School Desegregation: Summary Report.

Lambda Corp., Arlington, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation; Office for Civil Rights (DHEW), Washington, D.C.

Pub Date 9 May 74

Note—245p.

EDRS Price MF-\$0.75 HC-\$11.40 PLUS

POSTAGE

Descriptors—Census Figures, Integration Methods, Integration Plans, Integration Studies, *National Surveys, Population Distribution, *Racial Distribution, Research Methodology, *Residential Patterns, School Demography, School Districts, *School Integration, Social Distribution, Statistical Analysis, *Urban Schools

This report presents the results of a study conducted by Lambda Corporation to assess the demographic problems in achieving school desegregation in 44 urban areas of the United States. The present volume is intended to present in brief form the results for each of the 44 areas and to review the general conclusions that can be drawn from the survey as a whole. The purpose of this study is primarily to discern the range of possibilities for school desegregation in each of 44 districts when account is taken of the districts' particular demographic situation; it is decidedly not the purpose to identify a single plan that is recommended for that district. The primary contribution of this study has been the development of a method that not only calculates the extent of achievable desegregation and the associated burden in terms of student busing, but also takes into explicit account the characteristics that are unique to specific school districts. Since there is so much diversity within the 44 cities studied, the specific results of the study must be displayed either in graphical or tabular form for each area, or in summary tables that display a limited set of results for all areas. For such specific results the reader is referred to the "Synopsis of Survey Results" in Part 1 and the detailed "Area Reports" in Part 2. (Author/JM)

ED 094 048 UD 014 393

Blayton, Ethel J. Ryals, Joe

The Effects of a Highly Concentrated Reading and Mathematics Program on the Achievement of Inner-School Primary Pupils: Nathan B. Forrest Elementary School, 1972-73. Research and Development Report, Vol. 7, No. 28, November 1973.

Atlanta Public Schools, Ga.

Pub Date Nov 73

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Disadvantaged Youth, Economically Disadvantaged, *Elementary Schools, Individualized Instruction, *Inner City, Mathematics Instruction, Paraprofessional School Personnel, Parent Participation, *Primary Grades, *Program Evaluation, Reading Programs, Reinforcement

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I Programs, *Georgia

The staff at Forrest School developed the following program goals: (1) activities which will encourage pupil participation in planning the learning activities; (2) opportunities for pupils to develop self-expression and verbal communication with adults and peers; (3) activities designed to insure some degree of success; (4) encouragement and immediate reinforcement following completion of assigned tasks; (5) highly individualized instructional activities designed to correct specific weaknesses in the area of reading; and (6) parental support in the form of parental involvement in programs designed to complement the school's effort. The school was determined eligible for Title I, Elementary Secondary Education Act services. These services included one lead teacher, one certified teacher,

and two educational aides. In addition to the staff, funds were also used for purchasing reading materials. One of the two aides was also a participant in the Career Opportunities Program. Initially, the Comprehensive Instructional Program (CIP) was concerned with the reading achievement of pupils in elementary schools. The primary services provided to the schools consisted of materials and supplies, along with the CIP coordinator. The program was expanded to include reading for grades 1-3 and math for all grades in the elementary schools. (Author/JM)

ED 094 049 UD 014 394

Branch, Helen M. Evans, Dale

An Instructional Plan to Enhance Parent-Pupil School Interactions: John B. Carey Elementary School, 1972-73. Research and Development Report, Vol. 7, No. 48, April 1974.

Atlanta Public Schools, Ga.

Pub Date Apr 74

Note—46p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Economically Disadvantaged, *Elementary Schools, Health Needs, Individualized Instruction, Paraprofessional School Personnel, *Parent Participation, Parent Student Relationship, Parent Teacher Cooperation, *Program Evaluation, Reinforcement, Sequential Reading Programs, *Urban Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Georgia

To move toward meeting the needs of the pupils at Carey the following goals have been developed: (1) to challenge each child's ability by diagnosing his strengths and weaknesses and then individualizing instructional activities for him as much as possible; (2) to concentrate on positive methods of control and reinforcement in all activities; (3) to provide sequential learning activities which develop and improve the child's reading skills, subsequently reinforcing them in other academic areas; (4) to create an atmosphere of continuous open communication between teachers and parents so parents will demonstrate a willingness to participate in their child's academic activities; (5) to provide opportunities for each child to be more acutely aware of his immediate environment; (6) to provide opportunities for positive social and academic interaction experiences among the children; and (7) to make the Parent Teachers Association aware of the children's health needs. The Title I Elementary Secondary Education Act Program provides one counselor-lead teacher, four educational aides, and some funds for materials and supplies. Individual assistance is available to Carey teachers through a Comprehensive Instructional Program resource teacher and through inservice activities for selected teachers. (Author/JM)

ED 094 050 UD 014 395

Tauber, Karl E.

Race and the Metropolis: A Demographic Perspective on the 1970's.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Report No.—IRP-DP-205-74

Pub Date Mar 74

Note—31p.; Slightly revised version of paper presented at the Conference on Manpower and Metropolis (Tarrytown, New York, November 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Census Figures, City Demography, Housing Needs, Inner City, Migrants, *Migration Patterns, *National Demography, Negroes, Population Distribution, *Population Trends, *Racial Distribution, Racial Segregation, Residential Patterns, Suburbs, *Urban Population

In this retrospective review of demographic aspects of race and the metropolis, presented as a basis from which to speculate about the 1970's, the period of mass migration of blacks out of the rural South is seen as drawing to a close. The U.S. black population is more urban and more metropolitan than the white population. The development of black majorities in a few large cities is the harbinger of the same occurrence in perhaps another eight cities in the 1970's. During the 1960's the nation's 243 metropolitan areas displayed an enormous diversity of patterns and rates of white and black in- and out-migration to

and from central cities and suburbs. In the 1970's the essential similarities between blacks and whites in housing demands and residential location preferences may become more evident. Whether or not there is significant diminution of racial residential segregation, black suburbanization is likely to become a dominant migration stream. Too narrow a focus on racial aspects of the metropolitan scene may obscure broad social, economic, and demographic dynamics. Population redistribution of the 1970's and 1980's seems likely to develop in new ways that are inadequately captured by our traditional terminology of rural, urban, central city, suburb, and metropolis. (Author/JM)

ED 094 051 UD 014 396

Restructured Neighborhood Youth Corps Out-of-School Program in Urban Areas. Department of Labor. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No.—B-130515

Pub Date 2 Apr 74

Note—46p.

Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20458 (B-130515, \$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Case Studies, Community Agencies (Public), Dropout Programs, Federal Programs, *Job Placement, Job Training, Out of School Youth, *Program Evaluation, Urban Youth, Work Experience Programs

Identifiers—Alabama, California, *Neighborhood Youth Corps, Ohio, Pennsylvania, Texas

In January 1970, the Department of Labor restructured its Neighborhood Youth Corps (NYC) out-of-school program and made age limits for entering the program more restrictive. Education, skill training, and work experience were emphasized. The restructured NYC-2 program was carried out in urban or growth areas, but the original NYC-1 program was continued in the remaining locations in the country. To test whether the department's restructuring had improved the program, the General Accounting Office (GAO) reviewed five NYC-2 projects in Birmingham, Cleveland, Philadelphia, San Antonio, and San Francisco. In 1969 GAO reported to the Congress that the NYC initial out-of-school program was essentially a work experience program serving as a temporary holding action until enrollees could find better jobs or secure training through other Federal or local programs. GAO questioned the need for the out-of-school program operated at that time because of the availability of other programs to meet enrollees' needs. The restructured out-of-school program objectives were to place enrollees in suitable jobs, advanced training, or further education after they leave the program. Community sponsors, such as public or private nonprofit agencies, plan, administer, coordinate, and evaluate the program. (Author/JM)

ED 094 052 UD 014 401

Woloshin, Renee

Personality and Family Background Correlates of Academic Performance in Minority Students. ERIC/IRCD Urban Disadvantaged Series, Number 37.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Contract—OEC-0-9-420088-2327

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Academic Achievement, Academic Aspiration, Aptitude Tests, *Family Background, *Individual Characteristics, Individual Power, *Minority Group Children, Negro Students, One Parent Family, Parent Influence, *Personality Studies, Predictive Ability (Testing), Research Reviews (Publications), Self Concept, Socioeconomic Status

Intelligence measures such as aptitude test scores and previous school grades have long been used to predict a student's future academic potential. The information is relatively easy to obtain and has shown high correlations with college grades. Among minority students, however, there is evidence that they often defy what one would predict on the basis of aptitude test scores

and past grades. If intelligence measures are significantly related to the academic performance of minority students who generally perform poorly on aptitude tests, perhaps it would be wiser to look at noncognitive areas of behavior. It may be that such factors as self-concept or level of aspiration or parental expectations are more strongly related to minority student achievement than aptitude test scores. In this document, studies which have examined the relationship of various nonintellectual variables to the academic performance of minority populations are reviewed. The nonintellectual factors fall into two broad categories: personality traits and family characteristics. It is found to be difficult to draw any definite conclusions regarding such relationships for several reasons. First of all, not enough research has been done. Secondly, much of the research that has been done is marred by methodological limitations. (Author/JM)

ED 094 053 UD 014 402

Jablonsky, Adelaide, Comp.

Research on the Education of Black and Black-White Populations: An Annotated Bibliography of Doctoral Dissertations. ERIC/IRCD Doctoral Research, Number 5.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Contract—OEC-0-9-420088-2327

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Achievement, Academic Aspiration, *Annotated Bibliographies, Bias, Cultural Factors, *Doctoral Theses, *Educational Research, *Negro Education, Parent Influence, *Racial Differences, Reading Programs, Self Concept, Student Attitudes, Student Behavior, Student Teacher Relationship

The enactment of ESEA Title I in 1965, resulting in a flood of new programs, provided fertile grounds for doctoral dissertation research on the education of the disadvantaged. The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the center. This document is the fifth in the series of publications entitled ERIC/IRCD Doctoral Research Series. The citations in this annotated bibliography have been divided among "Black Populations" and "Black-White Populations." Separate sections "Black Populations" focus on reading and language arts; self-concept; attitudes, aspirations, and behavior; parental and cultural influences; and vocation. Sections in "Black-White Populations" deal with reading and language arts; attitudes, aspirations, and self-concept; and miscellaneous other items. The bibliography is accessible by way of a subject, author, and institution index. (Author/JM)

ED 094 054 UD 014 403

Jablonsky, Adelaide, Comp.

The Education of Puerto Rican Children and Youth: An Annotated Bibliography of Doctoral Dissertations. ERIC/IRCD Doctoral Research Series, Number 6.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Contract—OEC-0-9-420088-2327

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Abstracts, *Annotated Bibliographies, Compensatory Education, Cultural Factors, *Doctoral Theses, Educational Problems, Educational Programs, *Educational Research, Elementary Education, Ethnic Groups, Puerto Rican Culture, *Puerto Ricans, Secondary Education, Urban Education

Identifiers—*Puerto Rico

The enactment of ESEA Title I in 1965, resulting in a flood of new programs, provided fertile grounds for doctoral dissertation research on the education of the disadvantaged. The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to

provide comprehensive collections of abstracts in those areas of special interest to the center. This document is the sixth in the series of publications entitled ERIC/IRCD Doctoral Research Series. This annotated bibliography is organized with the citations falling in three sections entitled: "Studies of Puerto Rican Students on the Mainland"; "Comparisons of Puerto Rican Students with Those of Other Ethnic Groups"; and "Studies of Schools and Students in Puerto Rico." Subject, author, and institution access indexes are appended. (Author/JM)

ED 094 055 UD 014 404

Fredman, Norman And Others

Project Reach-Out, 1972-1973. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—50p.; Function No. 17-36462

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (price not quoted)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Attendance, Disadvantaged Youth, *Dropout Prevention, Dropout Programs, *Guidance Programs, Guidance Services, High School Students, Inner City, Parent Participation, *Parent School Relationship, *Program Evaluation, Reading Ability, Student Attitudes, Tutorial Programs

Identifiers—*New York City

The Reach-Out Program served as an enriched guidance service for potential dropouts. It sought, by closer contact with the home, to improve pupil attitude, attendance, punctuality, and reading competence and to make pupils and parents aware of those services available in school and community that would facilitate learning and maturity. The program began at High School A in Manhattan in 1968. It was added to High Schools C and B, Brooklyn, in 1969 and 1970, respectively. The prime school service utilized in all three schools to improve reading was tutoring. At School B and School C the Reach-Out Program located, placed, and encouraged candidates for the Homework-Helper Program. Parents received information from the school by phone, letters, and parent program assistant visitation in an effort to improve the educational climate at home. At periodic teas and meetings parents were given information on school regulations, attendance requirements, and diploma requirements. Programs were adjusted to coincide with pupil interests, abilities, and financial needs. Circulars were distributed throughout the high schools to acquaint faculty members with Reach-Out. Anyone in the school could make referrals to the coordinators. The coordinators also observed attendance records and grade results to locate pupils having trouble. (Author/JM)

ED 094 056 UD 014 405

Improvement Instruction and Services for Socially Maladjusted and Emotionally Disturbed Children, 1972-1973. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—219p.; Function No. 09-31694

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (Price not quoted)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Cognitive Development, Dropout Programs, Educational Diagnosis, *Emotionally Disturbed Children, Inservice Teacher Education, Learning Disabilities, Mentally Handicapped, Paraprofessional School Personnel, *Program Evaluation, Pupil Personnel Services, *Remedial Programs, *Socially Maladjusted

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York City

The objectives of this program, funded under Title I of the 1965 ESEA, were as follows: (1) to raise the achievement levels in reading for children in the special schools who were retarded in reading two or more years. Each of the 28 special schools selected a target group of children for whom intensive remediation was provided; (2) to develop cognition on the part of seriously men-

tally ill children in treatment centers and psychiatric hospitals. Two tests of cognitive ability were developed jointly by the evaluation team and the school staff; (3) to provide intensive guidance, psychological, and social work service to day school children and their parents in order to provide diagnosis and prescription of learning disabilities; (4) to motivate absentee pupils to return to school and maintain regular attendance; and, (5) to institute a training program for teachers and educational assistants by the assignment of teachers trainers and to develop and train teachers and paraprofessionals as well as to adapt and implement the curriculum. The special schools varied so much in physical plant and facilities, nature of services offered, and types of problems of children enrolled that few generalizations apply to all. The program was held from September 11, 1972 until June 29, 1973, at 25 educational facilities located at 28 sites. (Author/JM)

ED 094 057 UD 014 406

Longo, Paul And Others

Community School District No. 1: An Evaluation of the [1972-1973] State Urban Education Programs. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—111p.; Function No. 33-3-6452/6456

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (price not quoted)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—*Compensatory Education Programs, Cooperating Teachers, Educational Diagnosis, Elementary Education, Inservice Teacher Education, Master Teachers, Paraprofessional School Personnel, Preschool Programs, *Program Evaluation, Remedial Mathematics, Remedial Reading, *School Districts, Secondary Education, *Urban Education

Identifiers—*New York City

The Uplifting Skills program attempted to improve the reading achievement of pupils through the diagnosis and remediation of perceptual problems and the creation of reading centers. The Elementary School Education Assistants program served 37 classes in grades 3-6 in all of the elementary schools in District 1. The educational assistants worked under the direction of the regular classroom teacher in the areas of classroom management and routines. The Diagnosing Reading Difficulties program was designed to help prevent reading failures in grades 1 and 2 by training teachers to identify reading difficulties of their students and to help the teachers plan a program of remedial instruction. Project Read was an individualized, self-pacing reading program designed to increase the interest and reading abilities of selected pupils in P.S. 140. The Supportive Training for Inexperienced and New Teachers consisted of 10 master teachers. Each supervised 8-10 new teachers. The goal of the Mathematics Laboratory Project was to identify third, fourth, and fifth grade children who were lowachievers in mathematics, and through the use of small group and individualized instruction to: (1) increase motivation to learn mathematics, (2) improve computational skills, and (3) assist teachers in using new materials and techniques. (Author/JM)

ED 094 058 UD 014 407

Erickson, Edsel And Others

School-Home Contact Program. 1972-1973. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—40p.; Function No. 17-36464

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (Price not quoted)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Attendance, Compensatory Education Programs, *Dropout Prevention, Family Counseling, *Family School Relationship, High School Students, *Home Visits, *Paraprofessional School Personnel, Parent Attitudes,

Parent Counseling, Parent Teacher Cooperation, Program Evaluation, Student Attitudes, Urban Youth
Identifiers—*New York City

This project was designed to bridge the gap between the home and school by sending family assistants into the homes of potential dropouts and youngsters whose school work and behavior are not satisfactory. One hundred and two family assistants acting with schools' attendance coordinators, deans, and guidance personnel, work with pupils whose records and school behavior indicate that they are not achieving their potential or that they are becoming slipshod about attendance and punctuality. They visit the homes immediately in the event of infractions of regulations or other failures. Visitations serve to inform the parents of what to expect from the school and what to do to help their children achieve. The family assistants are recruited from the target neighborhoods and serve 28 schools throughout the city. When school time visits are not feasible they make them on the weekend or in the evening. The School-Home Contact Program varies in practice, somewhat, from school to school. In some schools, the family assistant contacts parents once and sets up appointments with the professional school staff, e.g., counselors, principals, and teachers. In other schools, the family assistant works with the parents more extensively. The evaluation study utilized five samples: one involving school personnel, three students, and one of parents. (Author/JM)

ED 094 059 UD 014 408

Wong, Daisy And Others

Lower East Side Preparatory School, 1972-1973. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—36p.; Function No. 17-36472

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (Price not quoted)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Alternative Schools, *Chinese Americans, Cultural Enrichment, Disadvantaged Youth, Dropout Programs, *Dropout Rehabilitation, Economically Disadvantaged, Educationally Disadvantaged, Guidance Services, High Schools, Paraprofessional School Personnel, *Program Evaluation, Remedial Instruction, Tutorial Programs
Identifiers—*New York City

The Lower East Side Preparatory School's main goal was to provide basic educational requirements for graduation with improved self-image among students who are dropouts/returnees from the lower east side. Because of the school's location it included the Chinatown area. The student population consisted principally of dropouts with poor academic skills from public high schools, below the age of 21, living in the lower east side community, 60 percent of whom were of Chinese ethnic background and who fell below high school levels in grade equivalency on a standardized testing of reading comprehension. Average class size was 15 students. Students received guidance services of the Community Liaison worker staff. Students were provided with additional tutoring, visits to cultural and business organizations, and other special activities. A student who remained at the Urban Prep School through his course of study, would receive full credit toward his diploma from a co-operating public high school or from the Dalton school. The student population was 98, 95, and 84 during the three semesters respectively. Learning laboratory facilities were provided utilizing multi-mediated and programmed instructional materials. Major subjects were: English, language arts, social studies, mathematics, and sciences. (Author/JM)

ED 094 060 UD 014 409

Hittleman, Daniel And Others

Remedial Services for Eligible Nonpublic School Pupils, 1972-1973. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—229p.; Function No. 09-39625/39632

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (Price not quoted)

EDRS Price MF-\$0.75 HC-\$1.40 PLUS

POSTAGE

Descriptors—English (Second Language), Handicapped Students, *Nonpublic School Aid, *Program Evaluation, Pupil Personnel Services, Remedial Mathematics, *Remedial Programs, Remedial Reading, Special Education, Speech Therapy, Tutorial Programs, *Urban Schools
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York City

The Central Elementary Secondary Education Act (ESEA) Remedial Services to Eligible Nonpublic School Pupils is a direct outgrowth of the ESEA Title I Act of 1965 and has been operating in New York City Public Schools since 1966. During the 1972-73 school year approximately 16,300 pupils were enrolled in the NPS program and were serviced by the following components: Corrective Reading, Corrective Mathematics, English as a Second Language, Clinical-Guidance, Speech Therapy, Homework Helper, and Services to Handicapped Children. Formerly the programs functioned as independent entities. This year, Federal and State guidelines required that children suffering from multiple handicaps be provided with concerted remedial services. Reading, Mathematics, and English as a Second Language were recognized as priority programs, to be supported by Clinical-Guidance, Speech, and the Homework Helper Program. The "umbrella" project, encompassing both instructional and supportive components, was conceived of in order to offer this spectrum of Remedial Services to Eligible Nonpublic School Pupils. Pupils receiving these supportive services had to be referred through the priority remedial instructional services. An overall evaluation sample of 30 schools was chosen in conjunction with the central offices of the NPS ESEA Title I program. (Author/JM)

ED 094 061 UD 014 410

Griffith, Albert R. And Others

Community School District 1: An Evaluation of the ESEA Title I Programs. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—280p.; Function No. 33-3-1653/1665

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, N.Y. 11373 (Price not quoted)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS

POSTAGE

Descriptors—*Bilingual Education, Bilingual Schools, Chinese Americans, English (Second Language), *Inner City, Nonpublic School Aid, Paraprofessional School Personnel, Program Evaluation, *School Districts, Spanish Speaking, Tutorial Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York City

This report reviews 13 programs funded under Title I of the 1965 Elementary Secondary Education Act. The Bilingual-Bicultural Program was also funded under Title VII of the ESEA. The Elementary bilingual program promoted academic achievement, English competence, and exposure to cultural heritage. The Chinese bilingual program served pupils in grades 4-6. The secondary bilingual program was designed to meet the academic needs of Spanish-speaking students. The Strengthening Early Childhood Program reduced the adult-pupil ratio in K-2. Operation Return was a within-school alternative program operating at both secondary and primary levels. The Educational Alliance Mini-School was an alternate school activity for the children of Junior High School 56. The Auxiliary Educational Career Unit Program provided inservice support to paraprofessionals. The Special Reading Services Program operated a clinic for pupils entering the third and fourth grades. Homework Helper Program was an afterschool tutorial program. The Prevention and Remediation of Reading Disability Program's activities were carried out primarily in three District 1 schools. The Columbia Street Preparatory Program was a minischool. The Nonpublic Schools Program placed 14 paraprofessionals in the nonpublic schools of District 1 during the 1972-73 school year. (Author/JM)

ED 094 062 UD 014 411

Joiner, Lee M. Ewing, Norma

The St. Paul Open School, Independent School District No. 625, 1972-1973. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 73

Note—100p.

Available from—Teaching and Learning Research Corp., 91-31 Queens Boulevard, Elmhurst, New York 11373 (Price not quoted)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Basic Skills, Decision Making, Elementary Schools, Individualized Instruction, Kindergarten, Nongraded Classes, *Nongraded System, *Open Education, *Program Evaluation, Secondary Schools, Small Group Instruction, Student Participation, Student Teacher Relationship, *Urban Schools
Identifiers—*New York City

The St. Paul Open School is a nongraded, K-12 school where students progress at their own rate of speed in each area of learning. It is child-centered rather than subject-centered, with emphasis on learning rather than teaching, on cooperation rather than competition. Teachers are imaginative and flexible, acting as guides and counselors rather than lecturers, authoritarians, and examiners. Instruction and evaluation are individualized for approximately 500 student participants. There are few, if any, required courses at any level. Basic skills are considered important, particularly for the younger participants. A wide range of student decision-making includes a choice of advisor, teachers, classes, activities, and educational goals. Many individual and small-group activities occur. Learners move around freely, talk, design projects, create learning experiences, and interact with others of varying ages and backgrounds. Outside resources, such as art centers and business offices are extensively used, particularly by the older learners. If a learner needs experiences, such as a foreign language or special science laboratory, which are not available at the school, arrangements are made to either include it in the activities of the Open School or provide the activity through some other source. (Author/JM)

ED 094 063 UD 014 412

Edelman, Murray

Language and Social Problems.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-207-74

Pub Date Jun 74

Note—29p.; Paper presented at part of symposium dedicating new Foreign Languages Building (University of Illinois at Champaign-Urbana, April 5, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Language Research, Language Usage, *Political Attitudes, Political Issues, Political Science, *Political Socialization, Politics, Poverty Research, Professional Recognition, Social Action, *Social Attitudes, Social Change, *Social Problems, Social Structure, Stereotypes

The language in which we discuss public issues and public officials subtly evokes problematic beliefs about the nature of social problems, their causes, their seriousness, our success or failure in coping with them, which of their aspects are remediable, which cannot be changed, and what impact they have on which groups of people. Social cues rather than rigorous analysis also evoke widespread beliefs about which authorities are competent to deal with particular problems, and the levels of merit and competence of various groups of people. Individuals acquire often conflicting cognitive structures regarding controversial problems. One such pattern of political myth typically defines authorities as competent, those who suffer from the problem as themselves responsible for their troubles, and the political system as sound. The alternative pattern depicts authorities as supportive of elites, those who suffer from the problem as victims, and the system as exploitative. A metonymic or metaphoric reference to any theme in such a pat-

tern of beliefs evokes the entire structure; and syntactic forms can also evoke belief patterns. The fact that a conflicting set of beliefs is also present in the culture and in the mind helps people to live with their ambivalence and to accept public policies they do not like. (Author/JM)

ED 094 064 UD 014 413

Seraile, Elmore J. Fernandez, Edward W. Puerto Ricans in the United States. 1970 Census of Population. Subject Reports.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jun 73

Note—160p.; Parts of this document may not be clearly legible due to the print-size of the original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PC(2)-1E; \$2.35 domestic postpaid, \$2.00 GPO bookstore)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Academic Achievement, Age Differences, *Census Figures, Demography, Employment Statistics, Family Characteristics, *Housing Patterns, Marital Status, Occupational Surveys, *Puerto Ricans, Racial Distribution, Residential Patterns, Sex Differences, *Social Characteristics, *Socioeconomic Status

This report presents detailed statistics on selected social, economic, and housing characteristics for persons of Puerto Rican birth and persons of Puerto Rican parentage for the United States, regions, divisions, States, and selected standard metropolitan statistical areas (SMSAs) and cities. The statistics are based on the 1970 census of population. The text consists of an introduction and Appendixes A-E, which appear after the tables. The introduction contains information relating specifically to the principal subject of this report, including definitions of terms and a discussion of editing procedures. Appendix A provides general information concerning the presentation of data in this series of reports and the collection and processing of the 1970 census. Appendix B describes the various area classifications (e.g., urban and rural residence, urbanized areas, etc.) and also explains the residence rules used in counting the population. Appendix C provides brief definitions and explanations of subjects covered in cross-classifications in this report and other reports in this series. Appendix D presents information on sources of error in the data, sampling variability, ratio estimation, and editing procedures. Appendix E summarizes the data dissemination program. (Author/JM)

ED 094 065 UD 014 414

Epps, Edgar G., Ed.

Cultural Pluralism.

National Society for the Study of Education,

Chicago, Ill.

Pub Date 74

Note—180p.; Series on Contemporary Educational Issues

Available from—McCutchan Publishing Corp., 2526 Grove Street, Berkeley, California 94704 (\$9.50)

Document Not Available from EDRS.

Descriptors—*Acculturation, Behavioral Sciences, Black Community, Community Control, *Cultural Pluralism, *Educational Problems, Japanese Americans, *Minority Group Children, Policy Formation, *Public Policy, Research Utilization, School Community Relationship, School Integration, Socialization, Social Sciences

The contents of this compendium, dealing with the proper role of the schools in the socialization of Afro-American, Mexican-American, Native American, Asian-American, European-American, and mainland Puerto Rican children, are organized into four parts. The introduction is an essay by Thomas F. Pettigrew, "Racially Separate or Together?" Part 1, "Assimilation and the Schools," includes the following papers: "Melting Pot: Myth or Reality?" Andrew T. Kopan; "Persisting Ideological Issues of Assimilation in America," Alfredo Castaneda; and, "The Americanization and Education of Japanese-Americans," Reed Ueda. Part 2, "Black Experience: Segregation to Community Control," includes the following papers: "Making the Schools a Vehicle for Cultural Pluralism," Barbara A. Sizemore; "Community Control: The Values Behind a Call for Change," Judson Hixson; "The Utilization of

Behavioral and Social Sciences in Minority Group Education," Edward J. Barnes; and "Alienation of Afro-American Children," Diana T. Slaughter. The epilogue an essay by Edgar G. Epps, "The Schools and Cultural Pluralism." (Author/JM)

ED 094 066 UD 014 415

The Impact of School Desegregation in a Southern City: A Case Study in the Analysis of Educational Policy.

North Carolina Central Univ., Durham; North Carolina Univ., Chapel Hill. Dept. of City and Regional Planning.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; Southern Education Foundation, Atlanta, Ga.

Pub Date 74

Available from—D. C. Heath and Co., 125 Spring Street, Lexington, Massachusetts 02173 (\$12.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Case Studies, *Integration Effects, Integration Methods, Integration Plans, Integration Studies, Policy Formation, Political Issues, *Public Policy, Racial Integration, School Community Relationship, *School Integration, *Southern Schools, Urban Schools

Identifiers—North Carolina

This book grew out of an intensive field study of Goldsboro and its school system that aimed at understanding how Goldsboro achieved a far-reaching degree of desegregation without disruptive incidents in a system in which whites moved from a position as the majority in their school to a position as the minority. Chapter 1 introduces the study. Chapter 2 examines the trends in Federal policy and related research which influenced this case. Chapter 3 discusses the policy-making system within which the 1970 Goldsboro school desegregation plan was developed. Chapter 4 describes the selection of the pupil assignment policy that became the basis of the plan and the processes taken both within the school system and within the community to implement and to build support for that plan. An analysis of the operation of the elementary schools during the first year of the plan is contained in chapter 5 and of the high school in chapter 6. The analysis of academic achievement in terms of achieving the policy objective of racial equality and an effect of that policy on the system's outcome is discussed in chapter 7. Chapter 8 summarizes the implication of this study for school desegregation as a public policy, for the field of education, and for the emerging practice of policy analysis. (Author/JM)

ED 094 067 UD 014 416

Federal Assistance to Desegregating School Districts: A Report on Activities from September 1973 to March 1974.

Office of Education (DHEW), Washington, D.C.

Pub Date 30 Mar 74

Note—432p.

EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE

Descriptors—Educational Finance, Federal Aid, Federal Programs, Government Publications, Grants, Integration Methods, *Program Administration, *Program Development, Program Evaluation, Projects, Racial Integration, *School Districts, *School Integration, Urban Education

Identifiers—*Emergency School Aid Act Title VII, ESAA Title VII

The contents of this report, which discusses the modifications, revisions, and new program developments which have occurred as a result of the administrative experience in implementing the first stage of the Emergency School Aid Program during fiscal year 1973, are organized into seven parts. Part 1, "Administrative Procedure," includes an "Overview of Revisions" and a discussion of the "Comprehensive Management Manual." Part 2, "Program Development Activities," discusses "Emergency Special Projects" and "Special ESA Arts Program." Part 3 reviews "Publications in the Federal Register." Part 4 summarizes "ESA Funding Criteria and Reservation of Funds." Part 5, "Evaluation Activities," highlights first the "Emergency School Assistance Program" and then the "National Advisory Council of ESA Basic and Pilot Programs." Part 6 reports on the "Discrimination of ESA Metropolitan Area Projects." Part 7 discusses the "National Advisory Council." Seven appendixes are included,

comprising: OE General Provisions; Discretionary Grant Review Procedures; Section IV of ESA Comprehensive Management Manual; Federal Register, November 6, 1973, November 20, 1973, January 18, 1974, April 24, 1973, and December 7, 1973; Executive Summary of Final ESAP Evaluation Report; and National Advisory Council Minutes and First Interim Report to Congress. (Author/JM)

ED 094 068 UD 014 417

Report to the Governor on Discrimination Against Asians.

Washington State Commission on Asian-American Affairs, Olympia.

Pub Date 30 Jun 73

Note—124p.; Public Hearing Conducted on March 3, 1973, Seattle, Washington

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Asian Americans, Bias, Broadcast Television, *Chinese Americans, Employment Opportunities, *Filipino Americans, Institutional Personnel, *Japanese Americans, *Korean Americans, Local Government, Race Relations, *Racial Discrimination, Racism, Social Discrimination, Stereotypes

Identifiers—Washington

The purpose of this report is to stimulate discussion, promote understanding, develop better awareness, and thereby bring about action to make necessary changes toward racial equality and justice. The public hearing conducted on March 3, 1973 by the Washington State Asian American Advisory Council brought attention to the fact that racism has and still does exist against Asians. The hearing and this report addressed itself to the issue of racism, whether individual or institutional, overt or subtle, intended or unintended, and how its resultant effects have excluded and subordinated Asians in ways unique only to Asians as well as in other ways similar to other minorities. Testimony was heard from Chinese, Filipino, Japanese, and Korean. Their experiences and observations indicate the depth of racism and its permeating effect on Asians. Being made to feel inferior; subjected to ridicule; rejecting one's own identity; feeling helpless, enraged, frustrated are no strangers to Asians. Survival often meant being quiet, but to exist under such conditions is to deny one's own dignity. Limited research to the extent of providing adequate background to understand the import of the testimonies given was necessary to present this report in its proper perspective. Recommendations for remedial action made by the Hearing Committee follow each testimony. (Author/JM)

ED 094 069 UD 014 418

Berke, Joel S. Sinkin, Judy G.

Paying for New Jersey's Schools: Problems and Proposals. A Report to the New Jersey Education Reform Project.

Greater Newark Urban Coalition, N.J.

Spons Agency—National Urban Coalition, Washington, D.C.

Pub Date Feb 74

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Court Litigation, *Educational Finance, Educational Opportunities, Equal Education, *Equalization Aid, Financial Policy, Financial Problems, Full State Funding, School Districts, *School District Spending, School Support, School Taxes, State Aid, Supreme Courts

Identifiers—*New Jersey

1974 is a watershed for New Jersey public schools, a time when the State is under court order to reform its discriminatory and ineffective method of raising and distributing educational revenues. The existing approach to financing education in the state of New Jersey assigns higher educational resources to pupils in richer school districts, yet taxes the poorer districts at higher rates. Its basic flaw is the low proportion of equalizing state funds relative to the proportion of local revenues. Thus the state fails to overcome the disparities in local ability to support schools. Two alternative directions for reform seem to emerge. The first assumes that the Court opinion was essentially directed at requiring the state to meet the educational needs of its pupils. This view implies that policy-makers should concentrate their efforts on establishing the costs of a "thorough and efficient" education. The second

direction is grounded in an attempt to reform the existing state aid structure to meet the Court's objections. By markedly increasing the proportion of state equalizing aid, the plan is intended to eliminate discrimination against low wealth school districts and thus guarantee the ability of all districts in the state to provide an adequate educational program. (Author/JM)

ED 094 070 UD 014 419

Schwimmer, Barbara
Day Care as an Instrument of Political and Social Control.

Pub Date 14 Apr 74

Note—19p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (San Francisco, California, April 14, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Child Care, *Day Care Programs, Federal Programs, *Institutional Role, Policy Formation, Political Issues, Poverty Programs, Professional Services, *Program Development, *Public Policy, Social Problems, Social Services, *Social Values, Social Work, Welfare Recipients

Day care is an entity unto itself whose values and goals have never been proclaimed nor supported. Unless it examines and declares its theoretical base reflecting planning in response to what it views as its purpose and mission, it will continue to be treated as a marginal, residual institution and user capriciously as a political and social instrument. Day care's unavowed goals have been almost exclusively work oriented, spiked with programmatic doses of education and social work geared toward the prevention of family breakdown—toward the family deemed inadequate socially or economically—the dysfunctioning family. Even its original avowed goal—prevention of juvenile delinquency—has consistently been vulnerable to the whims of governmental legislation and social attitudes. Day care is a prime example of organizational adaptation to precarious values. In the 1960's, as day care itself began the push for professionalization and viable educational goals, and with the development of Head Start programs as a way of operationalizing both community control and self-determination, the long dormant concept of viewing day care as a social service emerged. The reconceptualization of day care as a social service resource not limited to dysfunctioning families falls within the purview of preventive models of intervention. (Author/JM)

ED 094 071 UD 014 420

Carter, Tyrone

A Structured Human Relations Program for Teachers.

Pub Date Mar 74

Note—8p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Las Vegas, Nevada, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Class Management, *Classroom Techniques, Disadvantaged Youth, Economically Disadvantaged, Elementary Schools, *Human Relations Programs, *Laboratory Training, Program Evaluation, Secondary Schools, Student Teacher Relationship, Teacher Attitudes, *Teacher Education, Urban Schools, *Urban Teaching

Identifiers—Wisconsin

The study reported here was undertaken to determine if a structured human relations program, focusing on positive classroom management techniques, could contribute to more positive teacher-student relations and thereby help to decrease one of the major sources of friction in our educational communities. The major objective of this program was to focus on the task of developing more positive classroom management techniques for the participants. The design of the study specified six structured 2-hour sessions for each experimental group. Each session began with communication exercises stressing self-awareness and awareness of other school personnel. After the exercises, some typical classroom problems were presented through films, role play simulations, and other written materials. The participating subjects then proceeded to discuss and develop various positive coping techniques for dealing with the presented problems. The subjects

were experienced teachers from three representative Title I, Elementary Secondary Education Act school in the Milwaukee Public School System. The general findings seem to suggest that teachers may have more success in dealing with elementary pupils than secondary students. Results suggest that this program may assist in dealing with relationship problems confronting urban schools. (Author/JM)

ED 094 072 UD 014 421

Oakley, Robin, Ed.

New Backgrounds: The Immigrant Child at Home and at School.

Institute of Race Relations, London (England).

Pub Date 68

Note—136p.

Available from—Oxford University Press, Inc., 16-00 Politt Drive, Fair Lawn, New Jersey (\$2.50 paper)

Document Not Available from EDRS.

Descriptors—Acculturation, Community Characteristics, *Cultural Factors, Educational Attitudes, Educational Background, Educational Needs, Educational Problems, *Family Background, Family Life, *Immigrants, *Migrant Child Education, Migrant Children, Psychological Needs, Social Attitudes

Identifiers—*Great Britain

This book has been designed to meet the need of schoolteachers for a closer understanding of the family and educational background of immigrant children. The main part of the book consists of four essays on the diverse patterns of family life and the attitudes toward education which are characteristic of each of the four major groups of recent Commonwealth immigrants—West Indians, Cypriots, Indians, and Pakistanis. The essays include a brief outline of the wider background of each immigrant community, and at the end of each piece a bibliography gives suggestions for further reading. All the authors are social scientists of one kind or another, and all have first-hand knowledge of the immigrant community about which they write. Two more essays are included. The first describes some of the psychological difficulties which the immigrant child of another culture may experience in home and school life in Britain. It also indicates the ways in which these difficulties may become manifest in the child's behavior. The concluding chapter of the book is written from the educational angle and looks back over all of the previous five: the aim here has been to draw out some of the more important implications of the presence of these "new backgrounds," both for the teacher of immigrant children and also for the school as a whole. (Editor/JM)

ED 094 073 UD 014 422

Summers, Anita A. Wolfe, Barbara L.

Philadelphia's School Resources and the Disadvantaged.

Federal Reserve Bank of Philadelphia, Pa.

Pub Date Mar 74

Note—16p.; Paper presented at the Annual Meeting of the Citizens' Committee on Public Education (93rd, Philadelphia, Pennsylvania, June 13, 1973)

Available from—Public Information, Federal Reserve Bank of Philadelphia, Philadelphia, Pennsylvania 19101

Journal Cit—Federal Reserve Bank of Philadelphia Business Review; p3-16 Mar 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Educational Finance, Educational Opportunities, *Educational Resources, Equal Education, Financial Policy, Low Income, Negro Students, *Resource Allocations, School District Spending, School Support, Spanish Speaking, *Urban Schools

Identifiers—*Pennsylvania

The material in this article is part of a larger study of resource inputs and achievement outputs of Philadelphia's public school students being conducted by the Department of Research of the Federal Reserve Bank of Philadelphia. The affects of various school inputs (teacher quality and equipment, for example), socioeconomic inputs (family income and race, for example), and school climate inputs (the number of disruptive incidents and the proportion of low-achievers) are being analyzed in relation to changes in pupil achievement over a period of years. Inputs important to low-achievers will be sorted from inputs

important to high-achievers. Similarly, sorting will be done by race and income levels. The findings presented here suggest that, in comparison with the Washington, D.C. public school allocations condemned by the U. S. District Court in 1967-71, the Philadelphia School District comes out very well indeed. On the average, where policy dictated equal distribution, the disadvantaged received resources equal to those received by the advantaged. Moreover, where policy delegated more resources to the advantaged, with the important exception of federal funds, they received them. The results differed, however, for some resources, some levels of schooling, and some disadvantaged groups. (Author/JM)

ED 094 074 UD 014 423

Adams, Arvil V. Nestel, Gilbert

Interregional Migration, Education, and Poverty in the Urban Ghetto: Another Look at Black-White Earnings Differentials.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons. Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Age Differences, Demography, Economically Disadvantaged, Ghettoes, *Income, Labor Economics, Longitudinal Studies, *Migration Patterns, National Surveys, Negro Employment, *Poverty Research, *Racial Differences, *Rural Urban Differences, Southern States, Young Adults

This paper presents results, using data from the National Longitudinal Surveys, which support the economic disadvantage of a non-Southern ghetto environment for young black males. Controlling for differences in age, years of school completed, region and character of current residence, it is found that the mean earnings of young black males educated in the metropolitan non-South are substantially less than those of their peers educated in the rural South. It was not possible to confirm this disadvantage for older black males, however. Examining several attitudinal and labor force characteristics of young blacks leads to the conclusion that a major problem in reducing black poverty—contrary to the implications of the Coleman Report—lies in improving the environment of the non-Southern ghetto. The analysis is also extended to whites in order to examine the rural-urban dimensions of environment and migration and their effect on racial earnings differentials. The National Longitudinal Surveys constitute a five-year longitudinal study of the labor market experiences of four subsets of the United States population. The present study is based on data collected in the first round of interviews with two cohorts of men, the first 45-59 years of age and the second 14-24 years of age. (Author/JM)

ED 094 075 UD 014 444

Title I ESEA: How It Works. A Guide for Parents and Parent Advisory Councils.

Office of Education (DHEW), Washington, D.C.

Office of Programs for the Disadvantaged.

Report No.—DHEW-OE-73-07104

Pub Date 73

Note—62p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01231, \$1.15)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Advisory Committees, Educational Needs, Federal Aid, Federal Laws, Federal Programs, Financial Support, Government Role, *Guides, *Parent Participation, Parent Responsibility, *Program Development, Project Applications, State Laws

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Title I of the Elementary and Secondary Education Act (ESEA) is the largest Federal aid to education program. Public Law 89-10 did not limit the kinds of services which could be provided with Title I funds. It is important that parents understand what Title I is all about. As members of the advisory council and even as taxpayers, they must see that funds are properly spent, that children who need help most receive it, and that federal and state laws are followed in distributing and using Title I funds. This book is

an effort to see that the Title I program works by making sure it is properly understood. It is divided into four parts. Part I contains the basic information parents need to know about Title I—what activities it can fund and which children it can help. The second part summarizes the rights and responsibilities of the parent advisory council and other parents under Title I. Helpful suggestions for parents also appear throughout the guide. The third part concentrates on local, state, and federal responsibilities under Title I; that is, what parents can expect their state or local education agency and the U.S. Office of Education to do. The last part gives a brief account of the Title I funding process and how Title I target areas are chosen. (Author/JM)

ED 094 076

UD 014 445

Levenson, Bernard

Employment Opportunities of Negro and White Youth. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Social Security Administration (DHEW), Washington, D.C.
Pub Date Jul 73

Note—197p.; Appendix G, a copyrighted article in reprint, has been deleted from this document

EDRS Price MF-\$0.75 HC-\$9.00 PLUS

POSTAGE

Descriptors—Bias, *Employment Opportunities, Employment Patterns, *High School Graduates, Job Market, Occupational Mobility, *Occupational Surveys, *Racial Differences, School Industry Relationship, Social Differences, Urban Schools, Vocational Education, *Vocational High Schools

Identifiers—New York City

A major objective of the study reported here was to assess how open the opportunity structure is for minority youth motivated enough to acquire vocational training. A second objective was to examine in detail a critical phase of the occupational cycle, the first few years in the labor force, which research has shown is critical for occupational and economic mobility. The study, funded by the Social Security Administration, was distinctive in that the data were based entirely on the collation of high school records of graduates with Social Security work-history records. It was decided to concentrate the exposition to a single school: the High School of Fashion Industries (HSFI) in New York City. HSFI is a unit industry school. Unit trade schools are generally superior to multi-industry schools. Not only are their facilities oriented toward a specific industry, they are in close communication with employers concerning standards of training and job placement. By reducing the range of trades, it is possible to explore the data in much greater depth. Graduates from June 1956 to June 1963 were selected for study. Of 2,293 graduates in 13 curricula selected for study, the Social Security Administration was able to locate the work-history records of 1950 graduates, approximately 85 percent. This account dealt with the four core curricula: Fashion Design, Technical and Vocational; Trade Dressmaking, Vocational; and Garment Operating. (Author/JM)

ED 094 077

UD 014 447

McKenney, Nampoo D. R. And Others

The Social and Economic Status of the Black Population in the United States, 1973. Current Population Reports, Series P-23, No. 48.

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No.—Ser-P-23-48

Pub Date 74

Note—151p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—*Census Figures, Comparative Analysis, *Demography, Family Characteristics, Family Status, Health, Income, *Longitudinal Studies, National Surveys, Negro Education, Negro Employment, *Negroes, Population Distribution, *Socioeconomic Status, Statistical Analysis

A statistical description of the current social and economic status of black Americans is presented in this report. The focus is on the changes which have occurred in the 1970's in population distribution, income, education, em-

ployment, family composition, health, voting, and other major aspects of life. Comparisons are made with the mid- and late 1960's. The time period used varies in the report; however, the most current data available are always presented. Generally, to date, the 1970's characterized by a mixed pattern of development as compared with the 1960's, the decade when major social and economic advances were made by blacks. Blacks have shown continued progress in education and the acquisition of elected offices. In other areas such as income, the picture is particularly mixed with significant regional and family status variation, although the overall income ratio between black and white families has declined. Most of the estimates in this report are based on data from the Current Population Survey of the Bureau of the Census. Other data were provided by various governmental agencies including the Bureau of Labor Statistics, Department of Labor; the Department of Health, Education, and Welfare; National Center for Health Statistics; and the Civil Service Commission. (Author/JM)

ED 094 078

UD 014 448

Title VI of the Civil Rights Act of 1964—Ten Years Later. An Anniversary Progress Report, July 1974.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date Jul 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Civil Rights, College Integration, *Equal Protection, *Federal Aid, *Federal Programs, Health Services, *Law Enforcement, Public Schools, Racial Discrimination, School Integration, Sex Discrimination, Social Discrimination, Social Services

Identifiers—*Civil Rights Act 1964, Office for Civil Rights

This report reflects not only the Department of Health, Education and Welfare's accomplishments in civil rights since the passage of the Civil Rights Act of 1964, but also describes the areas encompassed by HEW's current and future civil rights activities. From the early and primary emphasis on school desegregation in the southern and border states, the Office for Civil Rights (OCR) has expanded its program to treat many of the special kinds of discrimination suffered by national origin minorities and women. It is the responsibility of OCR to ensure that HEW-assisted activities are conducted and services are provided without discrimination because of race, color, religion, national origin or sex. OCR turned its attention to hospital and extended care facilities, for example, with the advent of Medicare in 1966. For the most part, such facilities were desegregated by 1967. While desegregation of public school districts has attracted more attention, OCR has also been seeking to eliminate the dual system of higher education, vestiges of which still exist in many southern states. In early 1974 OCR was given enforcement responsibility for Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against physically or mentally handicapped individuals in Federally assisted programs. (Author/JM)

ED 094 079

UD 014 449

Biber, Barbara

Young Deprived Children and Their Educational Needs.

Association for Childhood Education International, Washington, D.C.

Pub Date 67

Note—18p.; Paper presented at the Conference of School Administrators in Albany, New York, February 1965

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$0.25)

Journal Cit—Childhood Education, Sep. and Oct. 1967

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Cognitive Development, Disadvantaged Environment, *Disadvantaged Youth, Early Childhood, Early Childhood Education, Early Experience, Economically Disadvantaged, *Educational Needs, *Educational Planning, Environmental Influences, Family Influence, *Individual Development, *Preschool Children, Preschool Learning, Preschool Programs

What kinds of learning should be provided for a four- or five-year-old child who is beginning a school experience? First, he should have extended opportunity to explore the physical world. He should be helped to become increasingly sensitive to the world in which he lives. We want to provide full opportunity for doing and making. We want to support the developmental tendency in the child to deal with things indirectly, to symbolize them, to reproduce in his own particular way the experiences that have been meaningful for him. Finally, the child must be helped to a skillful and rich use of words and language forms. We must try to understand what really are the basic life deficits of most of the four- and five-year-old children of disadvantaged families and then, after that, think about what adaptations of usual school procedures, or relationships, should be made to meet the children where they are. Three different deficits can be associated with the family life patterns in negative conditions of poverty. First, these children do not have the language skills expected at their stage of development. At home, there may be a lack of close relationships. The third kind of deficit results from psychological uncertainty reinforced by the disorder of the physical environment. (Author/JM)

ED 094 080

UD 014 450

Freeman, Lawrence D.

Several Legal Issues Challenge Traditional "Melting-Pot" Idea for Educational Policy.

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr.

Pub Date May 74

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Civil Rights, Constitutional History, *Educational Opportunities, Employment Opportunities, Equal Protection, Legal Problems, Policy Formation, Preservice Education, *Public Policy, *School Attendance, Laws, State Laws, *Supreme Court Litigation, *Teacher Certification, Teacher Education

Several variants of the "melting pot" ideology have informed the actions of those responsible for educational policy-making in the United States. This ideology has increasingly come under attack by a variety of persons. The purpose of this paper is to outline several legal grounds on which this ideology has been and will be challenged and to spell out some of the implications of successful challenges. The "melting pot" ideology provided some of the impetus in all the states (except Mississippi). Finding in it the state's interest to both compel children to attend school and prevent them from working. At the same time, through the exercise of its policy powers, each of the states has developed a system for selecting and licensing those entrusted with the education of the state's young. There arises out of these interrelated state actions a complex web of issues. In other instances, the state has sought at least in theory to protect the public interest through occupational and professional licensing. But in virtually no other situation besides education is an individual compelled to use the services of one or more specific licensed practitioners. One would consequently expect that the process for designating and licensing of teachers would be extremely rigorous. (Author/JM)

ED 094 081

UD 014 451

Dain, Bernice, Comp. Nevin, David, Comp.

The Black Record: A Selective Discography of Afro-American on Audio Discs Held by the Audio/Visual Department, John M. Olin Library.

Washington Univ., Seattle. Library.

Pub Date Aug 73

Note—26p.; Washington University Library Studies, No. 11. Revised and Enlarged Edition

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—African American Studies, *African Culture, African History, African Languages, Audiovisual Aids, Audiovisual Centers, *Bibliographies, Documentaries, Folk Culture, *Music, Negro Culture, Negro Dialects, *Negro History, *Phonograph Records, Sound Tracks

The present revised and expanded edition of this document is an inclusive cumulation. A few items have been included which are on order as new to the collection or as replacements. This

discography is intended to serve primarily as a local user's guide. The call number preceding each entry is based on the Audio-Visual Department's own, unique classification scheme and is included to facilitate local use only. Washington University students are always welcome to use the recordings on equipment provided by the A/V Department on Level 2 of Olin Library; university faculty may check out recordings for one-day classroom use. Due to the many problems involving copyright, artists' rights, recording rights, clearance of "performances," etc., the discs may not be taped or otherwise duplicated. The material is arranged in four sections: (1) Documentary and Spoken Word—biographical material, speeches, poetry, prose and drama; (2) Folk Music: African Origins—authentic recordings mostly by native performers; (3) Folk Music: New World Roots and Growth—numerous examples of rhythm and blues, game songs, ballads, hollers and shouts, spirituals and gospel songs, work songs and calls, etc.; and, (4) Sound Tracks and Musicals—black artists on the stage and screen. (Author/JM)

ED 094 082 UD 014 452

Ornstein, Allan C.
Metropolitan Schools: Administrative Decentralization vs. Community Control.

Pub Date 74

Note—293p.

Available from—The Scarecrow Press, Inc., 52 Liberty Street, P. O. Box 656, Metuchen, New Jersey 08840 (\$7.50)

Document Not Available from EDRS.

Descriptors—Case Studies, *Community Control, Community Involvement, *Decentralization, *Educational Administration, *Governance, Research Methodology, Research Problems, School Community Relationship, Social Systems, Surveys, Systems Approach, *Urban Schools

Identifiers—Michigan, New York

This book is divided into four chapters. The first examines the concepts and issues related to understanding social systems and how the schools can be viewed as a social system. The differences between centralization and decentralization, as well as systems-analysis and management-control approaches are also explored. In the next chapter, we are concerned with the research on administrative decentralization, community participation, and community control. Special emphasis is placed on the problems of the research and how it may be improved. Chapter 3 examines the administrative-community plans of 16 medium-sized school systems; the data are based on a survey for this book. Each school system is introduced by supplying general facts and figures pertaining to the size of the system, the student racial composition, the methods of selecting board of education members, the system's reading levels, and the system's financial situation. The discussion then proceeds to the system's reorganizational plans, wherever such plans have been implemented or are in the process of implementation. The final chapter consists of a detailed case study of the Detroit and New York City school systems; these two school systems are the only ones where some form of community control has been legally enacted with specific guidelines. (Author/JM)

ED 094 083 UD 014 453

Achieving Effective Desegregation.

Real Estate Research Corp., Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—249p.; Politics of Education Series
Available from—D. C. Health and Co., 285 Columbus Avenue, Boston, Massachusetts 02116 (\$8.50, cloth)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Administration, Educational Planning, *Integration Methods, *Integration Plans, Integration Studies, Policy Formation, Political Issues, Public Policy, Racial Integration, *School Community Relationship, School Districts, *School Integration, Student Adjustment, Teacher Education

This book is organized in four chapters. Chapter 1, "The Basic Nature of Effective Desegregation," explores exactly what effective desegregation means. Chapters 2-4 set forth a prototype—an idealized version—of the process of

achieving effective desegregation in an individual school district. The "model" has four basic parts: (1) A set of general principles about how to achieve effective desegregation, specified in chapter 2, "Principles of Achieving Effective Desegregation;" (2) a diagrammatic description of all the specific planning activities and tactics required to achieve effective desegregation, arrayed along a time line depicting the entire process, in chapter 3, "Planning and Timing Effective Desegregation;" (3) a discussion of the desegregation planning process, keyed to the diagrammatic presentation mentioned above (also in chapter 3); (4) a detailed discussion of the most effective tactics to use in achieving effective desegregation, divided into five categories: administrative measures, community relations activities, teacher training measures, student adjustment measures, and curriculum adaptation, in chapter 4, "Techniques for Achieving Effective Desegregation." (Author/JM)

ED 094 084 UD 014 454

Fantini, Mario D. Gittell, Marilyn
Decentralization: Achieving Reform.

Pub Date 73

Note—170p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$8.00, cloth)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Case Studies, *Change Strategies, *City Government, Community Control, *Decentralization, Educational Administration, Educational Policy, Governance, Policy Formation, Political Issues, Public Education, Public Policy, *Social Change, *Urban Schools

Demands for urban decentralization and community control are indexes of the inaccessibility, irresponsibility, and unresponsiveness of the institutions of urban government in the 1970's. How and why these institutions have become the focus of such widespread dissatisfaction can be understood only in the total context of urban politics in America, particularly those of the last several decades. Some view decentralization simply as an administrative device. Others insist that decentralization plans embody a design for meaningful shifts in power from central agencies to local communities. The concern here is primarily with the larger cities and relates to the latter conception of decentralization. All the efforts at school reform over the last two decades have suffered from the same malaise—they sought fundamental institutional change in a system that has become so resistant to change that it sees every action as a threat to established power. As dissatisfaction becomes more acute, the tendency has been to bow out of the system rather than to battle with it. If the evidence of the vital role of teacher and student attitudes as the major input to educational output is seriously regarded, minimal programs and/or central system adjustments can never work. Long-range programs and more selective staff recruitment are essential. (Author/JM)

ED 094 085 UD 014 455

Giles, Raymond H., Jr.
Black Studies Programs in Public Schools.

Pub Date Feb 74

Note—158p.; Praeger Special Studies in U. S. Economic, Social, and Political Issues

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$15.00, cloth)

Document Not Available from EDRS.

Descriptors—*African American Studies, Board of Education Policy, Case Studies, *Changing Attitudes, Curriculum Development, Curriculum Guides, Ethnic Studies, *National Surveys, Negro Education, Negro Teachers, *Program Evaluation, Racial Attitudes, *School Districts, School Integration, Teacher Placement

Operating on the premise that the public schools are the major purveyors of American traditions and cultures and therefore that racial prejudice and discrimination should be addressed through the educational system, this study examines the operation of various ethnic and black studies programs and their impact on racial attitudes. The major purpose of the study was to collect data and information in order to propose new strategies and more relevant content and approaches for inservice at schools, and to evaluate the impact and effectiveness of such programs. A

review of curriculum guides developed by school districts that followed one of the two philosophies operative in the black studies field, separate courses versus curricular revision, was followed by a survey of three elementary school African heritage classes in a predominantly black school district in Harlem. At the secondary level a survey of 25 school districts throughout the country with Afro-American studies programs was made, and eight representative case studies were isolated and presented in detail. The curriculum guides from 16 school districts were analyzed in depth. The problems of assigning black teachers to counsel black students in predominantly white schools is discussed. (Author/JM)

ED 094 086 UD 014 456

Student Displacement/Exclusion: Violations of Civil and Human Rights. Report of the Eleventh National NEA Conference on Civil and Human Rights in Education.

National Education Association, Washington, D.C.

Pub Date 73

Note—58p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Civil Rights, Disadvantaged Youth, Discipline Policy, Dropouts, Economically Disadvantaged, Educational Change, *Expulsion, *Minority Group Children, Racial Discrimination, School Law, *School Policy, Social Discrimination, Student Alienation, *Student Rights

Students, community representatives, members of government and civil rights agencies, and 700 educators attended the 11th national NEA conference on civil and human rights in education. These participants carefully examined the ways school boards and other administrative powers infringe on and arbitrarily ignore the rights of students to an education. The conference participants were looking for ways to prevent administrative powers from acting arbitrarily and maliciously toward students in their suspension and expulsion policies. The participants looked at creative and productive ways to demonstrate the pupil's right to attend school, to receive an education, to have the protection of the courts, and the right to due process. The conference participants also explored methods for building into school board policies the pupil's right to adequate notice of a violation and to an appropriate hearing regarding its charges. Students, as citizens, are protected by the First and the Fourteenth Amendments. We must assure due process rights for students by suggesting, recommending, and demanding that those in positions of power correct the evils that presently exist in student displacement/exclusion. (Author/JM)

ED 094 087 UD 014 457

Evans, Charles L.

Desegregation Study II: Academic Effects on Bused Black and Receiving White Students, 1972-73.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date Aug 73

Note—8p.; For main document, see ED 086 759

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, Achievement Gains, Achievement Tests, Bus Transportation, *Elementary School Students, *Integration Effects, Integration Methods, Mathematics, Negro Students, Reading Achievement, *School Integration, Student Transportation, Transfer Programs

Identifiers—*Texas

The Fort Worth Independent School District continued its court-ordered desegregation plan implemented in 1971-72. The evaluated design utilized in 1971-72 was extended to include bused black students in grade 3 as well as those in grades 4 and 5, and to ascertain any effects on the achievement of white third, fourth, and fifth grade students in cluster schools to which black students were bused. Standardized tests were administered to all students in cluster schools, grades 3, 4, and 5, and to students continuing to attend neighborhood schools that were not involved in the cluster arrangement. The spring achievement of students with similar mathematics

ability, as measured in the fall, was the basis for the comparisons of achievement between cluster and non-cluster students. At all three grade levels, bused black students were found to have exhibited academic gains on reading and math skills during the year that significantly exceeded those of nonbused black students attending black-majority neighborhood schools. A trend for effects to be greater for higher ability black students emerged. White, third, fourth, and fifth grade children attending cluster schools to which black children were bused made normal academic progress. (Author/JM)

ED 094 088 UD 014 458

Smith, M. Estelle

A Tale of Two Cities: The Reality of Historical Differences.

Pub Date 73

Note—23p; Paper presented at the Annual Meeting of the American Anthropological Association (New Orleans, Louisiana, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—*Acculturation, Anthropology, Cultural Factors, Economic Development, *Economic Factors, Ethnic Groups, *Ethnic Relations, *Immigrants, Intergroup Relations, Modern History, *Portuguese, Racial Discrimination, Residential Patterns, Social Discrimination, Stereotypes, Urban Population

Although it is important to formulate a set of generalizations stressing form rather than specific content, the study discussed here demonstrates that analytical insights are omitted if historically specific differences are not examined as well as structurally inherent similarities. Thus this paper focuses on the utility of indicating the historical processes which, following the genesis of two cities, produced differing milieus for an influx of some 20,000 Portuguese immigrants (divided almost equally between the two communities) during the past 10 years. The cities are separated in their town limits by some 20 miles, but they are actually linked by a series of intertidal suburbs and small towns. They exist in a coastal area of southern New England and have very different economic bases. Each, for historical reasons, has created a different stereotype, or ethnic identity, of Portuguese-Americans, has established different positions within the total network of the community for the Portuguese-American to occupy, has provided different strategic alternatives for the immigrant who must adapt to his new life, and thus has created areas which the Portuguese immigrants themselves perceive as different—a perception that influences their choice of settlement. (Author/JM)

ED 094 089 UD 014 459

Caplan, Nathan

Delinquency and the Perceived Chances for Conventional Achievement.

Note—28p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—*Academic Aspiration, Cultural Factors, *Delinquency Causes, *Delinquent Identification, Disadvantaged Youth, Economic Factors, Expectation, Group Membership, *Inner City, *Occupational Aspiration, Predictor Variables, Racial Factors, Social Factors, Statistical Analysis

Identifiers—Illinois

The investigation reported here examined the power of a set of 31 situational and attitudinal variables to predict delinquency among inner-city youth and to draw some conclusions about the causes of delinquency insofar as they may be empirically determined. The data were obtained through survey interviews with 837 male youth living in traditionally high delinquency areas of Chicago. Respondents ranged in age from 10 through 16 with roughly the same numbers, 119, at each year of age. 62 percent were Negro; the remainder were from Italian, Mexican, Puerto Rican, and Anglo backgrounds, in that order. The variables emerging as best predictors are: age, educational expectations, occupational aspirations, group memberships, and race. The most important finding of this exploratory study is the significant connection between the expectation for success in the conventional sense and differential rates of official misconduct. In addition, at least one of the components of this relatively poor outlook for conventional achievement, Educational Expectations, is antecedent and causally

related to delinquency. This pessimism about later school achievement develops prior to the age of 10 and does not relate closely to objective measures of academic achievement. (Author/JM)

ED 094 090 UD 014 460

McLaughlin, Milbrey W.

Implementation of ESEA Title I: A Problem of Compliance. ERIC/IRCD Urban Disadvantaged Series, No. 39.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Contract—OEC-0-9-420088-2327

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Board of Education Policy, Compensatory Education Programs, Disadvantaged Youth, Educational Change, Educational Policy, Federal Programs, Federal State Relationship, *Law Enforcement, Policy Formation, Program Development, *Program Evaluation, *Public Policy, *School District Spending

Identifiers—*Elementary Secondary Education

Act Title I, ESEA Title I

The passage of Title I of the 1965 Elementary Secondary Education Act embodied not only the high hopes of reformers, but also an implicit challenge. Title I implied that current practices are inadequate, and the schools were given the assignment of self-renewal. However, almost a decade after the passage of Title I, the general verdict is that educators have not successfully met that challenge—that Title I has failed as an instrument of national policy. But it is possible that Title I programs, as they have been evaluated, have never existed—that Title I has not yet been implemented as intended by reformers. There are four factors which are assumed to promote compliance to policy directives: goals, an incentive system, information feedback, reliable knowledge about effective strategies, and effective authority. Weakness in any one aspect is likely to undermine the others; in the instance of Title I, each was deficient or unstable in some respect. Thus the more immediate, and possibly more difficult, task for federal educational policy makers is not just the identification of more effective educational treatments, but the formulation of incentives which encourage local districts to establish "special educational programs for the disadvantaged." (Author/JM)

ED 094 091 UD 014 461

Final Report on Needs Assessment of the Processes, Programs, and Services Used to Enroll Spanish-Speaking Students in Higher Education in New Jersey: Educational Opportunities and the Hispanic College Student.

Puerto Rican Congress of New Jersey, Trenton.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 74

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Admission Criteria, College Administration, College Admission, Community Organizations, *Educational Needs, Educational Opportunities, Federal Aid, *Higher Education, *High School Students, Program Administration, *Spanish Speaking, State Surveys, University Administration, Urban Youth

Identifiers—*New Jersey

In 1973 The Department of Health, Education and Welfare, in an effort to improve the delivery of services to Spanish-speaking people in the State of New Jersey, granted monies to the Puerto Rican Congress for the purpose of conducting a Needs Assessment Study in Higher Education. Specifically, the study was to provide information to the Regional Director for Region II (New Jersey's region) in order to assist his efforts in strengthening recruiting programs; improve the administration of the Basic Opportunity Grants; assist the TRIO Program components in improving the delivery of services to Spanish speakers; and, enhance the use and administration of the RD (Research and Development) Review and sign off procedures. Four populations were involved in the research: university or college administrators, and Spanish-speaking community organizations. Fifteen colleges representatively distributed in the three regions into which the state

is usually divided were selected because they are located in areas with large concentrations of Spanish speakers. Fifteen high schools in the state were also selected on these bases. In addition 15 community organizations which primarily serve the Spanish-speaking community were selected. (Author/JM)

ED 094 092 UD 014 462

The Puerto Rican Experience: An Educational Research Study.

Puerto Rican Congress of New Jersey, Trenton.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Grant—OEG-0-72-1110

Note—54p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Acculturation, *Administrator Attitudes, Biculturalism, Bilingual Education, Cultural Pluralism, Educational Accountability, Educational Needs, Parent Participation, *Principals, *Puerto Ricans, School Administration, *School Superintendents, Spanish Speaking, State Surveys

Identifiers—*New Jersey

In the fall of 1972, superintendents and principals in 21 school district with significant Puerto Rican enrollment were interviewed. The interviews (usually lasting over three hours) focused on the educators' attitudes toward Puerto Ricans as a people; their perceptions of the educational needs of Puerto Rican youngsters; views on accountability, assimilation versus cultural pluralism, bilingual/bicultural education, and parental involvement. Among the findings were the following: While 30 percent of the educators indicate it is methodologically unsound to evaluate the educational development of children with a language barrier (primary language of communication being different from the language of instruction) in the same manner as for children who speak and understand English fluently, all 21 districts do so. Only 13 percent of the educators indicated that they were trying to correct this procedure, despite limited resources, by using bilingual test monitors and reportedly intensive Spanish-speaking personnel recruitment. Seventy percent of the administrators stated that they agreed with accountability, but only if it were shared equally by parent, student, teacher, principal, superintendent, board, funding source, and 10 percent even included in the school custodian. (Author/JM)

ED 094 093 UD 014 473

Logan, Juanita

Reading Improvement Clinic. Title I Evaluation, 1972-1973.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Nov 73

Note—84p.; Fund 58 - Component 4

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Consultants, *Elementary School Students, Master Teachers, Paraprofessional School Personnel, Parent Participation, *Program Evaluation, Reading Diagnosis, Reading Improvement, Reading Materials, *Reading Programs, *Remedial Reading, Urban Schools

Identifiers—Elementary Secondary Education Act

Title I, ESEA Title I, *Ohio

The project evaluated here, funded under Title I of the 1965 Elementary Secondary Education Act, operates in a framework which utilizes the services of a reading consultant in target schools. It serves children who have been identified by their classroom teachers and school principals as experiencing difficulty in mastering reading. It provides master teachers and educational aides who furnish individual and small group instruction on a daily basis. Program procedures also utilize certain key components which include: wide range of alternative instructional techniques, variety of reading materials, feedback to classroom teacher, and, parental involvement. Key findings indicate that the services of the program during 1972-73 produced a significant improvement in the reading performance of children who participated in the program. Children receiving consultant services in grades 1, 2, and 3 reflected higher scores on vocabulary and comprehension tests than their controls. Such differences were not statistically significant, however. Greatest impact was observed at grade 3 where experimental pupils achieved an advantage over control pupils

in word and analysis, oral reading, use of comprehension skills, and acceptance of the reading task responsibility. (Author/JM)

ED 094 094 UD 014 474

Logan, Juanita
Diagnostic Reading Clinic. Title I Evaluation, 1972-1973.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Dec 73

Note—52p.; Fund 58 - Component 4

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—*Elementary School Students, Non-public School Aid, Paraprofessional School Personnel, Parent Participation, Program Evaluation, Reading Diagnosis, Reading Improvement, Reading Materials, *Reading Programs, *Remedial Reading, *Secondary School Students, Urban Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio

In recognition of the critical relationship of inadequate reading skill in the syndrome of alienation and disenchantment concerning the school experience, the Cleveland schools have implemented the Diagnostic Reading Clinic program as an integral part of their Title I, 1965 Elementary Secondary Education Act, services. A total of 1,903 pupils received services from the Diagnostic Reading Program, Satellite Clinics, and Follow-Up Clinicians program. The program provided correctional reading services, psychological assessment, referral services for health and medical problems, speech and hearing examinations, visual health screening, social work services, and the development of study skills where indicated. Nine consultants provided followup services for pupils returned to the classroom. Findings indicate that three out of eight pupils improved their performance levels to within one year of their reading expectancies. Long-term pupils—the most severely disabled group—showed an average gain of almost 16 and one-half grade equivalent units between their performance levels and reading expectancies. Moderate-term pupils made an average gain of six grade equivalent units between performance levels and reading expectancies in an average service period. (Author/JM)

ED 094 095 UD 014 475

Logan, Juanita
Talking Typewriter. Title I Evaluation, 1972-1973.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Jan 74

Note—62p.; Fund 58 - Component 4

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Consultants, Disadvantaged Youth, Educational Environment, Elementary School Students, Instructional Technology, Paraprofessional School Personnel, *Program Evaluation, Reading Diagnosis, *Reading Programs, Remedial Reading, *Teaching Methods, Teaching Techniques

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I Programs, *Ohio, Talking Typewriter

The Talking Typewriter Program has been operative in the Cleveland Public Schools as a strategy to improve the reading skills of identified fourth grade pupils in 12 Title I schools. A responsive and autotelic environment augmented by selected materials, special teaching techniques, the expertise of trained staff, and individualized tutoring formed the core of a design geared toward the removal of reading frustrations which many children have faced throughout the primary grades. The project operated under the supervision of the Educational Program Manager of the Reading Instruction Program assisted in part by one consultant. Delivery of instruction was the responsibility of three reading consultants. Their duties included testing and diagnosis, instructional planning, concept presentation, prescriptive teaching, individualization, consultation, and remediation. Additional support in remediation efforts was given by tutors assigned to the project from the Resident Tutor Project under the supervision of the talking typewriter professional staff. The five Talking Typewriters were monitored and operated by three educational assistants. (Author/JM)

ED 094 096 UD 014 476

Felice, Lawrence G.

The Effects of School Desegregation on Minority Group Student Achievement and Self-Concept: An Evaluation of Court Ordered Busing in Waco, Texas. Final Report.

Research Development Foundation, Waco, Tex. Spons Agency—National Center for Educational Research and Development (DHEW/OE).

Washington, D.C. Regional Research Program. Bureau No—BR-2-F-080-FR

Pub Date Jun 74

Contract—OEC-6-72-0739(509)

Note—221p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—*Academic Achievement, Community Attitudes, *Integration Effects, Integration Methods, Longitudinal Studies, Minority Group Children, Parent Attitudes, Program Evaluation, *School Integration, *Self Concept, Student Attitudes, Student Transportation, Teacher Attitudes, Urban Education

Identifiers—*Texas

The purpose of this study is to evaluate the effects of busing on the subsequent achievement performance of bused minority students. Differences in achievement gains are hypothesized to be a function of bused student attitudes toward busing and the interracial climate of acceptance in the receiving schools. The design of this study is that of a three year longitudinal panel with before busing and after busing achievement and attitudinal measures for bused and non-bused black students, and white receiving school students and teachers in Waco, Texas. Independent variables included in the analyses include measured intelligence, parental authority structure, educational expectations, self-concept, racial prejudice, integration attitudes, busing attitudes, school socioeconomic climate and two measures of school interracial climate. Findings reveal the achievement performance of bused black students declined significantly from that of non-bused blacks. While all minority students had lower achievement scores after two years of busing, school interracial climate and the attitudes of bused students accounted for the significantly lower scores of bused students. The major conclusion is that rapid school desegregation in communities with great resistance to busing erodes student achievement performance. (Author/JM)

ED 094 097 UD 014 477

Crawford, James

Project Emerge, Dayton, Ohio. 1973-74 Final Evaluation Report.

Dayton Board of Education, Ohio.

Pub Date 12 Jul 74

Note—106p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Attendance Services, Classroom Environment, Dropout Identification, *Dropout Prevention, Failure Factors, Guidance Services, High School Students, *Inner City, Instructional Staff, *Low Achievers, Motivation, *Program Evaluation, Reading Instruction, Self Concept, Staff Improvement, Underachievers, Vocational Education

Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, *Ohio, Project Emerge

Project Emerge was initiated in reaction to a high dropout rate at Roosevelt High School, which was attributed to low self-concept, low motivation, underachievement and the internalization of failure, irregular attendance, health problems, and disruptive classroom behavior. The enrollment of Roosevelt High School is 1395 students, of whom approximately 126 were identified as potential dropouts and enrolled in the Occupational Exploratory Lab and/or Reading Lab. Students who are identified as potential dropouts must fall into one or more of the following categories: stannines of four or less on the reading and/or mathematics achievement section of the "Ohio Survey Test"; above average absenteeism; and referred by the school counselor or self-referral. Students who have been directly affected are those who have received counseling from the project Counselor and/or Social Worker, instruction in the reading lab and/or occupational exploration lab; been sent to the Shop; used the Student Lounge; enrolled in Automotive Professional Training course; or obtained a job through the Project. Those affected indirectly are

students whose teachers have used equipment of Project Emerge or participated in staff development programs, or who have received consulting services through the Project. (Author/JM)

ED 094 098 UD 014 481

Weber, George

Uses and Abuses of Standardized Testing in the Schools. Occasional Papers, No. 22.

Council for Basic Education, Washington, D.C.

Pub Date May 74

Note—42p.

Available from—Council for Basic Education, 725 15th Street, N.W., Washington, D.C. 20005 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Achievement Tests, *College Entrance Examinations, Criterion Referenced Tests, Cultural Factors, Educational Diagnosis, *Group Intelligence Tests, Multiple Choice Tests, Norm Referenced Tests, Reading Readiness Tests, *Standardized Tests, Test Bias, *Testing Problems, Test Reliability, Test Validity

It is asserted in this paper that some standardized tests do not do a good job of what they claim to do, and for some testing purposes non-standardized tests are more appropriate or efficient. Under present circumstances, group I.Q. tests should be abolished. They provide no useful information that cannot be gained from achievement tests. And what they do provide—an I.Q. number for the cum card and the teacher's head—retards the academic progress of many children. On the whole reading readiness tests and the approach of which they are a part do more harm than good. It would be wiser to begin formal reading instruction, as some schools do, by attempting to teach all children the same things, without prejudicing or predicting their success. The standardized achievement tests given in the elementary and secondary schools are of little or no value to competent teachers in appraising the work of individual students. On the whole, college admission tests have a good record and continue to perform a useful function. If criterion-referenced tests tell us whether students have mastered instructional objectives, are they not better than norm-referenced tests? The answer depends on the purpose of the test. (Author/JM)

ED 094 099 UD 014 483

Norton, Arthur And Others

Female Family Heads. Current Population Reports. Special Studies. Series P-23, No. 50.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jul 74

Note—33p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.75)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—*Census Figures, *Demography, Economic Factors, Family Characteristics, Fatherless Family, *Females, Geographic Distribution, *Heads of Households, *Incidence, National Surveys, Population Trends, Racial Distribution, Social Characteristics, Socioeconomic Status, Working Women

This report draws together statistics from various sources to provide the user with a convenient and comprehensive portrayal of trends in the incidence of female family headship. Data are presented on the social and economic characteristics of women who head families and, in general, the conditions in which these women and the members of their families live. The estimates in this report for 1973 and some of those for 1960 and 1970 are based on data obtained in the current population survey of the Bureau of the Census. The present sample is spread over 461 cities comprising 923 counties and independent cities with coverage in each of the 50 states and the District of Columbia. Some of the highlights involving female heads and the members of their families featured in the main part of the text include: Since 1960 there has been a 10 percent increase in the number of white female family heads and a 35 percent increase in the number of Negro female family heads. Between 1960 and 1973 the median age of women who headed families declined by about five years, with Negro family heads now about nine years younger than their white counterparts. There has been an in-

crease in the proportion of female heads who are divorced, separated, or single and a decline in those who were widowed. (Author/JM)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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Aboriginal Families

Early Education Programs and Aboriginal Families in Victoria.

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How Abstract Is a Young Child's Knowledge of Syntax?

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Lifelong Education and the School: Abstracts and Bibliography. UIE [UNESCO Institute for Education] Monographs 2.

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Mathematics Education: A Bibliography of Abstracts From RESEARCH IN EDUCATION (RIE) From 1966-1972.

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ED 094 021

Characteristics of Vocational-Technical Instructors and Their Relationship to Student Shop Achievement. Vocational Development Study Series, Monograph Number 17.

ED 092 858

Class Size. NAESP School Leadership Digest Series, Number Three. ERIC/CEM Research Analysis Series, Number Five.

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A Comparative Evaluation of the Effects of an Open Classroom Instructional Program and a Traditional Instructional Program.

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A Comparison of Retention and Academic Success of Early and Late Applicants to Mt. San Antonio College.

ED 093 439

Desegregation Study II: Academic Effects on Bused Black and Receiving White Students, 1972-73.

ED 094 087

The Effect of Contract Grading on Student Performance.

ED 093 967

The Effects of School Desegregation on Minority Group Student Achievement and Self-Concept: An Evaluation of Court Ordered Busing in Waco, Texas. Final Report.

ED 094 096

The Effects of Teams-Games-Tournament and Two Instructional Variations on Classroom Process, Student Attitudes, and Student Achievement. Report Number 172.

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Law in American Society. Evaluation Report.

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Self-Esteem and Academic Performance: Using a Self-Image Improvement Package with Emphasis on the Chicano Student.

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Variation Between Countries in Science Achievement.

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The Supreme Role of Faculty in Planning: Why and How? Planning for Higher Education. Vol. 3; No. 3; June 1974.

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Proceedings of a Conference on Early Childhood Education for American Indians (University of New Mexico, Albuquerque, N. Mexico, March 5-7, 1968). ED 093 567

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Continuing Education.
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ED 092 885
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ED 093 856
We CARE About In-Service Education.
ED 092 884

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ED 093 676//
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ED 093 129
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ED 093 322
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ED 093 619
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ED 093 632

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ED 093 697
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ED 092 937//
A Metric Handbook for Teachers.
ED 093 723
Operating a Math Lab.
ED 093 719
Instructional Design
An Approach to the Design of Mediated Instruction.
ED 093 267//
Individualized Instructional Systems for Vocational and Technical Education: A Series of Instructional Modules.
ED 092 730//
The Use of Learning Principles in Instruction.
ED 093 268

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Missouri Environmental Studies Approach (MESA) Interim Evaluation Report. July 1, 1972-June 30, 1973.
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- Individualized Instructional Systems for Vocational and Technical Education: A Series of Instructional Modules. ED 092 730//
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The Fallacy of I. Q.

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The Fallacy of I. Q.

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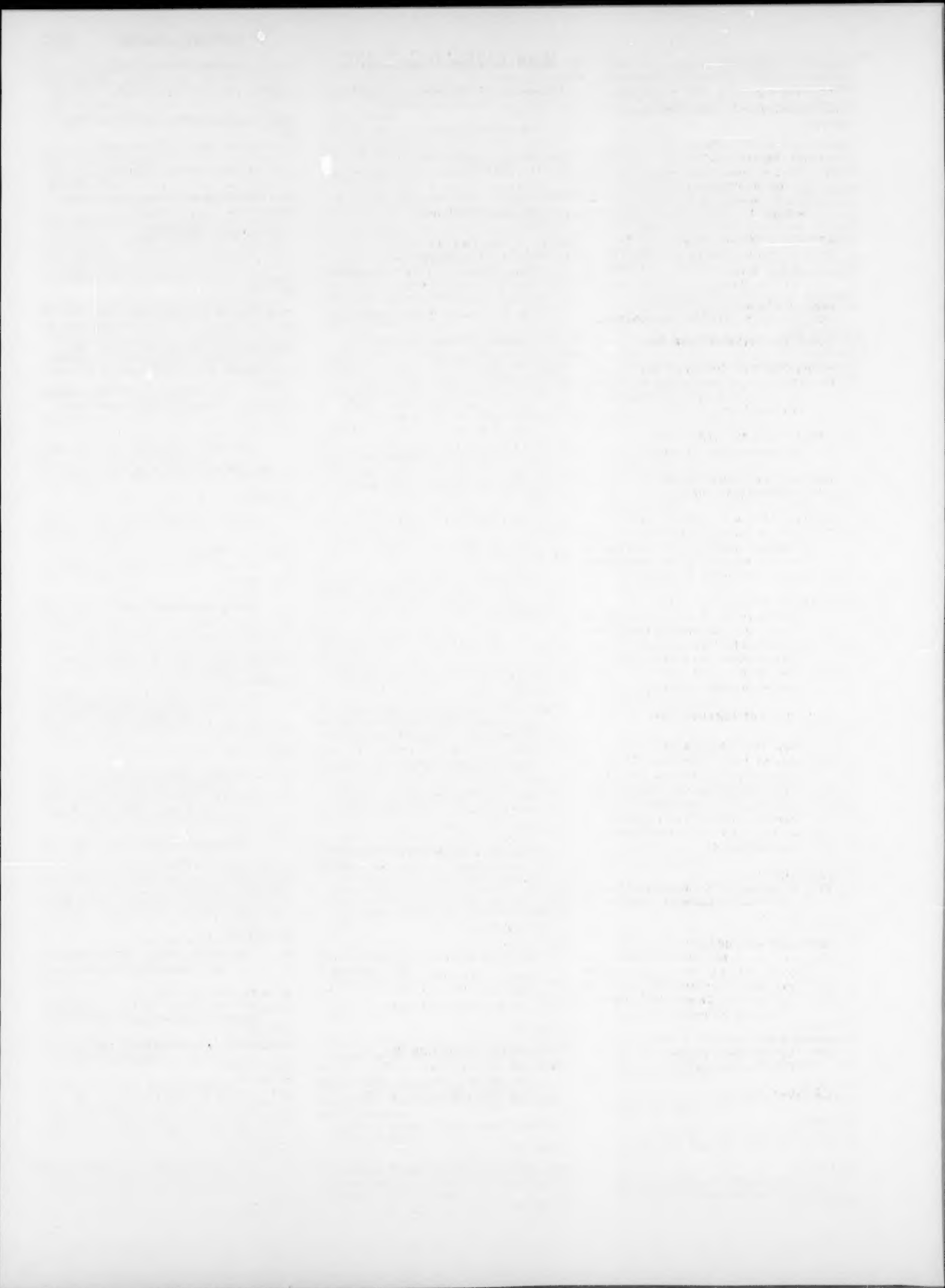
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ED 093 132
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ED 093 392
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ED 092 921
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- Zapata Independent School District, Tex.**
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) for the January 1972 through September 1974 issues of Research in Education (RIE):

ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ARCHERY 390

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN AMERICANS 380

SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.

UF Amerasians
American Orientals
Oriental Americans

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

ASSISTANT PRINCIPALS 380

BIRTH RATE 120

SN Actual frequency of births in a population.

UF Fertility Rate
Natality

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400

CHILD ADVOCACY 480

SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILDRENS LITERATURE 260

SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSERVATION (ENVIRONMENT) 460

SN Preservation of the environment, including natural resources, from loss, waste, or harm.

CONSTRUCTION MANAGEMENT 020

CORPORAL PUNISHMENT 310

SN Infliction of physical pain upon one person by another.

COST INDEXES

SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.

UF Index Numbers (Costs)
Price Indexes

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DAILY LIVING SKILLS 010

SN Personal management and social skills which are necessary for adequate functioning on an independent basis.

UF Fundamental Skills (Daily Living)

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020

SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size.

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRINKING 250

SN Consumption of alcoholic or other beverages.
UF Social Drinking

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems

USE ECOLOGY

EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050**EDUCATIONAL ALTERNATIVES 140**

SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).
UF Alternative Education
Educational Choice
Instructional Alternatives
Teaching Alternatives
Training Alternatives

EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180

SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

EFFICIENCY 180

SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

ENERGY CONSERVATION 460

SN Preventing loss or waste of energy.

ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210**FAST TRACK SCHEDULING 020**

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220**Fundamental Skills (School)**

USE BASIC SKILLS

Future Studies

USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

UF Alternative Futures

Future Studies

Futurism

Futuristics

Futurology

HISTORIOGRAPHY 260

SN Research into and writing of history.

HOMOSEXUALITY 060

UF Lesbianism

HUMANISTIC EDUCATION 140

SN Educational system designed to achieve affective outcomes or psychological growth with the mastery of substantive academic subjects—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.

UF Affective Education
Confluent Education
Human Relations Education
Psychological Education
Values Education

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis
International Torts
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020**LAYOUT (PUBLICATIONS) 030**

UF Format (Publications)

LEAD POISONING 250**Learning Centers**

USE LEARNING LABORATORIES

LIFE STYLE 060

SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420

SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.

UF Internal External Locus of Control.

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.

UF Lunar Exploration

MANAGEMENT BY OBJECTIVES 020

SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

MARRIED STUDENTS 380**MATRICES 340****MECHANICS (PHYSICS) 400**

SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220**MEXICANS 380**

SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

MISCUE ANALYSIS 440

SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.

UF Miscue Taxonomy

MOLECULAR STRUCTURE 220**MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130

SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.

UF Environment Heredity Controversy
Heredity Environment Controversy
Learning Maturation Controversy
Maturation Learning Controversy

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences.

NEWS REPORTING 080**NONFORMAL EDUCATION 140**

SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220**NONRESERVATION AMERICAN INDIANS 380**

SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250

SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310

SN Behavioral effect on the learner resulting from the observation of a model.

UF Imitative Learning

OPEN BOOK TESTS 520**OPEN EDUCATION 140**

UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020

SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

ORGANIZATIONAL EFFECTIVENESS 180

SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

ORGANIZATIONAL THEORIES 020

SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

OUTREACH PROGRAMS 410

SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.

UF Community Outreach
Outreach Counseling

PARANOID BEHAVIOR 420

SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220**PEACE 480**

UF International Peace
World Peace

PEER COUNSELING 090

SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PERFORMANCE BASED EDUCATION 140

SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.

UF Competency Based Education
Consequence Based Education
Criterion Referenced Education
Output Oriented Education
Proficiency Based Education

PERFORMANCE BASED TEACHER EDUCATION 140**PHONEME GRAPHEME CORRESPONDENCE 290**

SN Relationship between speech sound (phoneme) and written symbol (grapheme).

UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380**POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380**PRIMARY SOURCES 480**

SN Original evidence (documents, relics, oral records, etc.) used in historical research.

UF Original Sources

PROCESS EDUCATION 140

SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

Program Implementation

USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230

UF Ad Valorem Tax

PUBLIC SERVICE OCCUPATIONS 350

SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310**PUPPETRY 030**

UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210

UF Nonpermanent Facilities

RESPIRE CARE 490

SN Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490

SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SEX STEREOTYPES 490**SHARED FACILITIES 210**

SN Facilities used by two or more distinct groups, institutions, organizations, etc., whether for the same function or for different functions.
UF Joint Occupancy

SI Units

USE METRIC SYSTEM**SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.
UF Cross Eyes
Heterophoria
Heterotropia
Walleys

STUDENT RESPONSIBILITY 040**TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.
UF University Training Centers

TEACHER DISCIPLINE 020

SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230

SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VENEREAL DISEASES 250

UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS ATHLETICS 390**WOMENS STUDIES 110**

SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

Other ERIC Products

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